

Test Administration Manual ~ Spring 2011



Tennessee Comprehensive Assessment Program
Achievement Test ~ Grades 3–8
Test Administration Manual ~ Spring 2011



This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

**SAVE YOUR BOXES AND RETURN
SHIPPING LABELS!**

The boxes in which you received your test materials should be saved to return the materials to the DOE. Be sure to save your return shipping labels.

TCAP Achievement Test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.

The TCAP Achievement Test must be administered in six consecutive days between April 11 and April 22, 2011. The state testing window also applies to all private schools that are administering the TCAP Achievement Test. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (same subject at the same time on the same day).

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(615) 741-0720
Tennessee Department of Education
TPS Complex–Hardison Building
1252 Foster Avenue
Nashville, TN 37243
Website: <http://www.state.tn.us/education/assessment>

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Updates for Spring 2011 Administration

English Linguistically Simplified Assessment (ELSA)

Students participating in ELSA must take all content areas in ELSA. ELL students are permitted to use the ELL accommodations on ELSA.

Who Is Eligible to Take MAAS?

- Students with a disability who are on an active IEP are eligible to take the Modified Academic Achievement Standards (MAAS) Assessment.
- Eligible students may have a disability in any of the federal disability categories.
- Functionally Delayed is not an IDEA-recognized disability. Functionally Delayed is a Tennessee disability category. The score of a Functionally Delayed student participating in MAAS will be considered “Basic” and the student will be regarded as a “non-participant” for AYP purposes.
- It is the decision of the IEP Team whether or not a student with a disability should be assessed with the MAAS. A student may NOT participate in both MAAS and ELSA. The IEP Team must determine which assessment is the most appropriate for the student.

Answers to Frequently Asked Questions

Students may NOT use graph paper during testing. No music of any kind can be played during testing.

Achievement Test Window

- April 11– April 22, 2011 (4/22/11 is Good Friday)
- All students in grades 3–8 must adhere to the following test schedule:
 - Day 1—Reading/Language Arts (Parts 1 & 2)
 - Day 2—Mathematics (Parts 1 & 2)
 - Day 3—Science (Parts 1 & 2)
 - Day 4—Social Studies (Parts 1 & 2)
- *Exceptions: SPED, ELL, & make-up testing
- Systems select no more than six consecutive school days for their test window.
- Systems do not have to use six days.
- Spring Break may not interrupt the test window.
- All white boxes (with answer documents) must be returned to the state for processing by April 27, 2011.
- All schools within a system must follow the system test window.
- All students in a grade level within a school must adhere to the same test schedule (exceptions: SPED, ELL, & make-up testing).
- ELL and Special Education students may not be tested outside the system or state test window.
- Systems must notify the Office of Assessment, Evaluation, and Research in writing if a change is made to the system test window. The Office of Assessment, Evaluation, and Research MUST approve the new window.

SAT 10 (K–2)

All questions or concerns about *Stanford Achievement Test Series, Tenth Edition* (SAT 10) test materials should be directed to Vicki Gray with Pearson at (501) 332-8476 or Vicki.gray@pearson.com.

Unique Student Identification Numbers for Home School and Private School Students

Home School and Private School students must use nine-digit USID numbers. For Home School students, use *3-digit system #* + 981 + 001 to 999. Systems must keep up with the assigned USID numbers. For Private School students, use *8 + 5-digit school #* + 001 to 999. Private schools must keep up with the assigned USID numbers. **Do not use student Social Security numbers.**

Header Change

For the Achievement Program, the Group Information Sheet (GIS) has been replaced by the Test Administration Group (TAG) form. The TAG form will serve as a header and will be used to organize Individual Profile Reports (IPRs) and school and system summary reports. There is a limit of 49 answer documents per TAG form. The TAG ID number must be added to the answer documents before processing. The new TAG system will facilitate faster claiming of students for Teacher Effect. The Test Administrator name on the TAG form must exactly match the Test Administrator name on the School Group List (SGL). A sample TAG form is located on page 51.

Changes to the Answer Document

Page 4 of the new Achievement answer document allows teachers to “pre-claim” their students for Teacher Effect. Teacher license and content information will be collected by bubbling the appropriate sections on page 4 of the answer document OR by uploading the information to PearsonAccess. If a teacher license number needs to be bubbled, it should be bubbled before student testing. If teacher license and content information is uploaded to PearsonAccess by February 10, 2011, the information will not have to be bubbled. The following statement will appear on page 4 of answer documents that have the teacher information uploaded: **“DO NOT BUBBLE ON THIS PAGE. TEACHER OF RECORD INFORMATION HAS ALREADY BEEN UPLOADED TO PEARSONACCESS.”** After testing, update/correct page 4 information at the Faculty Student Data (FSD) site. A sample of page 4 of the answer document is located on page 22. A sample of page 4 of an answer document for which teacher information has been uploaded is located on page 23. A sample of page 4 of the MAAS answer document is located on page 25.

The teacher license number is required on the TAG form. If the number has fewer than 9 digits, use leading zeros. New teacher license numbers have been assigned that are not Social Security numbers. The new license number can be located by system-level personnel who have a “logon” to the Educator Licensure Information site located at: <https://www.k-12.state.tn.us/tcertinf>. Click “Search” in the middle of the web page. Then click the blue “Login” link on the upper left side of the page. After successfully logging on with a User ID and password, select the link for “District User” under “Educator Licensure Information” application. Type in the first and last name of the teacher or enter a license number (if known) and click the “Start Search” button. Once the teacher information is found, use the “License Number” displayed. **Do not use teacher names such as “Red Birds” on the TAG form.**

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Reminders for Spring 2011 Administration

TCAP Online Applications Website

Website updates and improvements—<https://tdoe.randasolutions.com>

Test Administration and Security

Do not allow students to take any part of the TCAP Achievement Test twice. The TCAP Achievement Test must be administered within the set state testing window. Failure to comply with the state testing window will be considered a breach of test security. **NEVER** erase student responses from the student answer document.

Answer Document

Answer documents have been pre-coded for students who were included in the upload. **Pre-coded answer documents have student names pre-printed on the document barcode label.** For pre-ID documents, the following fields do not need to be gridded: *Name, Birth Date, Unique Student ID (USID), Gender, and Ethnic Origin.*

Test Administrators must ensure that students receive the correct pre-ID answer document. Do not bubble any information for the pre-ID fields on a pre-ID answer document (see page 26). **Do not make demographic corrections on pre-ID answer documents. Corrections to demographic information must be made online in PearsonAccess.**

Do not use any Social Security numbers on answer documents. If you do not have a USID number for a student, please contact the Office of Assessment, Evaluation, and Research at (615) 741-0720.

Unique Student Identification Numbers

Unique Student Identification (USID) numbers must be requested as soon as possible from Educational Information System (EIS) for new out-of-state transfer students. All in-state transfer students should already have a USID number assigned in EIS. Alternative ID numbers can be used for transfer students who arrive in your school system a couple of days before testing and who are new to Tennessee. The format for these numbers is 9 + *3-digit system #* + 00001 to 99999 (Ex.: 912300012). **Do not use student Social Security numbers.**

Distribution of Pre-Coded Materials

For the Spring 2011 administration, distribution of **answer documents and TAG forms** will be handled by Pearson to allow the maximum amount of time possible for systems and schools to work with their student upload data. All other materials will be shipped to systems from the Tennessee Distribution Center. Processes for returning materials to the Tennessee Distribution Center remain the same.

Answer Documents Not Pre-Coded

TDOE will provide blank, non pre-ID answer documents with security barcodes for inventory management purposes. Printed above the barcodes on the blank answer documents are the words “NOT Pre-coded Answer Document—Fields Must be Bubbled.”

RI, Medical Exemption, and Breach Forms

Report of Irregularity (RI) forms, Medical Exemption Request forms, and Breach of Testing Security Report forms will no longer be included with your test materials. Medical Exemption Request and Breach forms can be printed (if needed) from the Office of Assessment “Tools and Resources” page at http://www.state.tn.us/education/assessment/tools_resources.shtml OR on the TCAP Online Applications website at <https://tdoe.randasolutions.com>. Medical Exemption Request forms and Breach of Testing Security forms MUST BE SIGNED. RIs must be completed online and copies should be printed for your records only. It is not necessary to send back hard copies of any RIs.

An answer document bubbled “Absent” should be completed with demographic information and scanned for the student. The Medical Exemption Request form and detailed doctor documentation should be returned in the Breach Envelope. Do not fax Medical Exemption Request Forms for the Achievement Test. The detailed documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test. Enter Medical Exemption Requests on the TCAP Reports website on an online Report of Irregularity (RI) form prior to the test administration or at the time you report RIs.

Instructional Availability/Class Attendance

Fill in only one of the corresponding circles based upon the student’s anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional schedules, select from among the following:

- 150 days or more
- 75–149 days
- 74 days or fewer

For Modified (e.g., block) schedules, select from among the following:

- 75 days or more
- 38–74 days
- 37 days or fewer

Coding for Alternative School Students

For accountability purposes, the school of origin is the school of record for Alternative School Students. Transfer to an Alternative School is NOT considered a break in continuous enrollment at the remanding school. If a student would be coded as continuously enrolled had he/she not been transferred to the Alternative School, that student will still be coded as continuously enrolled with Membership = 1.

AYP Demographic Review Form

Building Testing Coordinator completes an AYP Demographic Review form for each school and forwards it to the System Testing Coordinator. The System Testing Coordinator will keep the school-level AYP Demographic Review forms for his/her records.

System Testing Coordinator completes one (1) AYP form for the system and submits it in the Breach Envelope to the appropriate TDOE Program Manager. Do NOT send the Breach Envelope back with the answer documents or brown boxes.

Functionally Delayed

Use the “Functionally Delayed” bubble located in the *Other Programs* section of the answer document for any student identified as **Functionally Delayed**. Functionally Delayed is NOT an IDEA recognized category. Do NOT use the box entitled “Special Education” to identify Functionally Delayed students. Fill in the circle in the box entitled “Special Accommodations” to indicate the Special Accommodations used with Functionally Delayed students. Functionally Delayed students are NOT counted as Special Education for AYP.

Birth Year Field

A century bubble has been added to the *Birth Date Year* field.

Rulers

Rulers will not be used for grades 6–8. Always use current TCAP Achievement rulers during testing.

Transcribed Answer Documents

All transcribed answer documents must travel with the test books from which student answers have been transcribed. It may be necessary to fold Large Print test books when shipping them back to the state. If students have mistakenly bubbled answers with ink, simply bubble over the ink with a No. 2 pencil. Do NOT transcribe mistakenly bubbled ink answers to another answer document.

ELL/LEP

In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived ELL student **must** participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test.

ELL Excluded Bubble

The “ELL Excluded” bubble must be used to indicate the student is being exempted from the Reading/Language Arts content area of the TCAP Achievement Test.

ELL students may be exempted from the Reading/Language Arts content area of the TCAP Achievement Test and may have their Mathematics Achievement Test score excluded (must use the “ELL Excluded” bubble) from AYP calculations if they:

- are identified on the Home Language Survey as having a home language other than English, and
- score limited English proficient on the Test of English Fluency, and
- are in their first year of enrollment in a U.S. school.

ELL Bubble

Use the “ELL” bubble for ELL students enrolled in school for subsequent years (after the first calendar year in a U.S. school).

Transitional Bubbles (T1 and T2)

Transitional ELL students are non-English language background students who were classified as ELL based on the Test of English Fluency and who have scored fluent English proficient or above on all the state-mandated language proficiency assessment.

- Use the “T1” bubble for Transitional 1—the first year after scoring proficient.
- Use the “T2” bubble for Transitional 2—the second year after scoring proficient.

T1 and T2 students are not eligible for ELL accommodations. Electronic dictionaries and/or translators are prohibited for all students.

White Boxes

Private schools and public school systems **MUST** ship answer documents back in white boxes.

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process.
- Implement safeguards to ensure test content security.
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications.
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels.
- Conduct random visits during testing to ensure test security and consistency of administration.
- Provide Breach of Testing Security Report forms to document local test security concerns.
- Review submitted Breach of Testing Security Report forms and follow up as needed.
- Release student-specific test data only to authorized personnel.

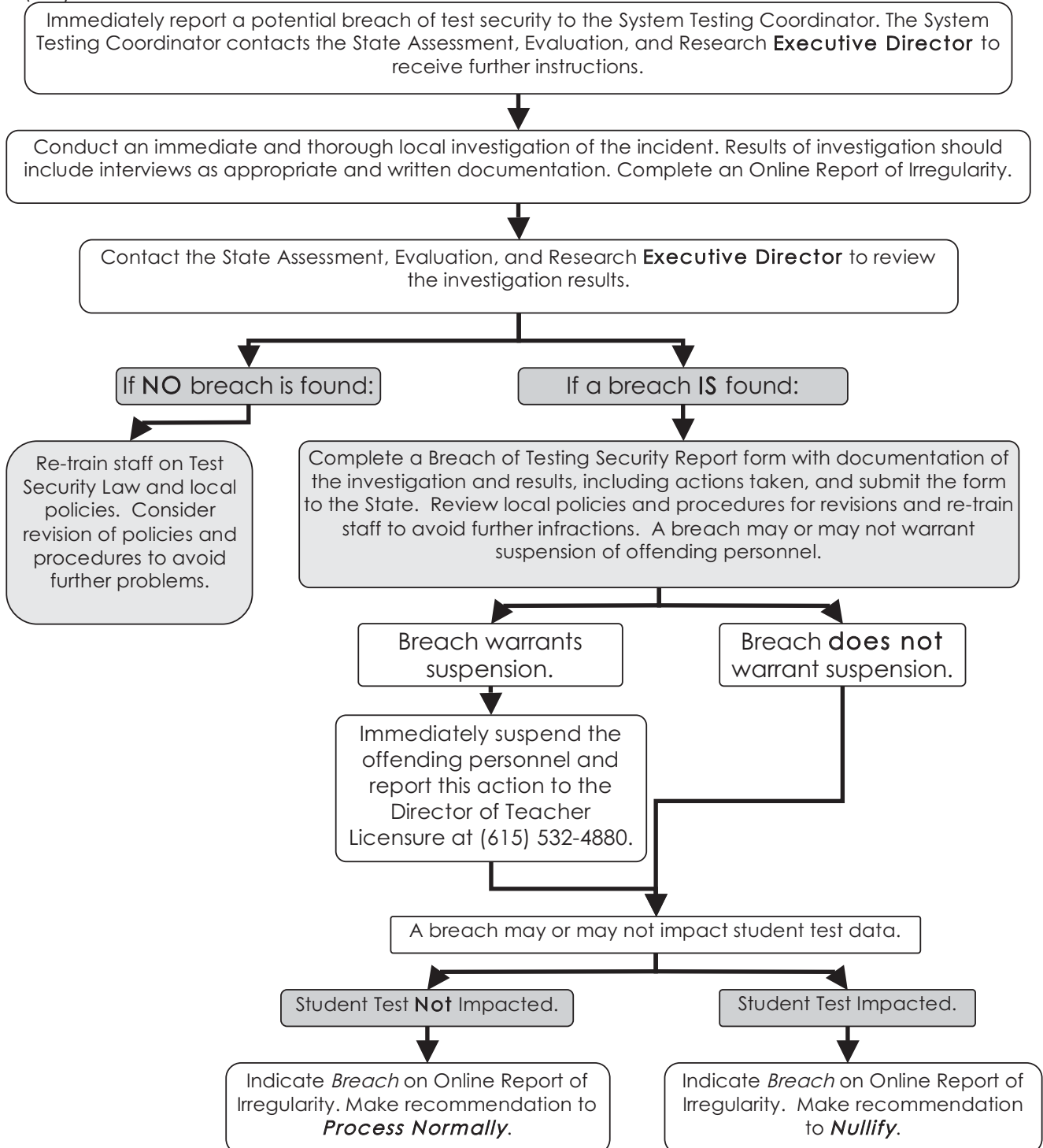
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
4. Restrict handling of test materials to authorized personnel at all times.
5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.
6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located, locked room that is inaccessible to unauthorized persons.
7. Create a secure, yet positive, environment for testing. Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb—Testing in Progress).
8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.
10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.
11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
13. Require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the testing session.
14. Prohibit coaching students in any way during State assessments. Ensure students respond to test items without assistance from anyone.
15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.
16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from the test or paraphrased portions of the test may not be used to create study guides or classroom resources.
17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.
18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.
19. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Executive Director at (615) 741-0720.





Tennessee Department of Education

Assessment, Evaluation, and Research Division

Hardison Building

1252 Foster Avenue

Nashville, TN 37243

Breach of Testing Security Report

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐

Achievement

☐

Gateway/End of Course

☐

Writing

☐

MAAS/Alt-PA/ELSA

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Breaches of Test Security
must be entered online as a
Report of Irregularity.

Signature of Reporter _____ Date _____ Phone Number _____

System Level Testing Coordinator: _____ Date: _____

Signature

Phone Number: _____ E-mail: _____

ED 5462
Revised 8/09

Breaches of Test Security must be entered online as a Report of Irregularity.

Breaches of Test Security must be entered online as a Report of Irregularity at <https://tdoe.randasolutions.com>.

See below for brief instructions on how to complete an online Breach form. For more detailed instructions, see Section IV, RI – Breach of Test Security.

- ☐ Select “H. Breach of Security.”

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #:

Test:

Grade:

Content Area / Subtest:

- ☐ Mathematics
- ☐ Reading/Language Arts
- ☐ Science
- ☐ Social Studies

Test Part:

This form is to be used only if one of the following irregularities occurred. **Please mark the most appropriate that apply below:**

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s)
- ☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
- ☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest
- ☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made
- ☐ F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions
- ☐ G. Improper test modifications/accommodations were used
- ☒ H. Breach of Security
- ☐ I. Medical Exemption Request
- ☐ J. Other reasons. Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are now to be completed online.** The PDF version of the [Breach of Security](#) and [Medical Exemption Request](#) are still available in case you need to print them.

- ☐ Complete all required information, including:

- Incident Date
- Teacher Information
- Contact Information
- Explanation of Testing Security Event
- Name of Reporter, Phone, Email address
- Student Information

Printing the Breach of Testing Security Report:

1. Click the "Print" button located at the bottom of the page.

STATE NOTES

State comments: [Request more information by Email](#)

☐ Process Normally ☐ Nullify ☐ Void ☐ Nullify FT ☐ Medical Exempt ☐ Refusal

Print **Update** **Back**

2. When RI Report Viewer pops up, click the "Breach of Security" tab to view and print the Breach of Testing Security Report.

RI Report Viewer - Windows Internet Explorer

https://tdoe.randasolutions.

File Edit View Favorites Tools Help

Links >> SnagIt

RI Report Viewer

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity **Breach of Security**

Print Save Print > 1 / 2

51.3% Sign Find

Tennessee Department of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Complex
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System:
School:
Test Administrator:
Grade: Test Date: Report pertaining to:

Explanation of Testing Security Event
(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary

Don't forget to include a copy of the Breach form in the Breach Envelope.

Keep one copy of the Breach form for system records.

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System _____ School _____

T.C.A. 49-1-607. Noncompliance with security guidelines for TCAP or successor test. — Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, § 4.]

I hereby certify that I have read and understand the State of Tennessee Test Security Policy. Furthermore, I agree to abide by state test security guidelines and understand that any breach in test security on my part could lead to my dismissal and/or revocation of state license.

[illegible]

SECTION II: TEST ADMINISTRATION

System Testing Coordinator's Checklist

BEFORE TESTING

- ☐ 1. Maintain current communication between the State and local system.
 - A) submit contact information for System Testing Coordinator(s) online to the Office of Assessment, Evaluation, and Research
 - (1) office email address
 - (2) office phone number
 - (3) emergency cell phone number
 - (4) fax number
 - (5) mailing address
 - (6) shipping address, if different from mailing address
 - B) check email frequently for assessment information
 - C) distribute appropriate assessment information systemwide
 - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) ensure test material orders include all applicable schools, grades, courses, and students
 - (1) students enrolled in tested courses and grades
 - (2) special education students
 - (3) ELL students
 - (4) transfer students
 - (5) students needing modified format tests (i.e., Braille and Large Print)
 - B) ensure accuracy of orders to prevent material shortages and late orders
 - C) complete orders according to State schedule, copy, and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks. The TCAP Achievement Test must be administered in 6 consecutive days between April 11 and April 22, 2011. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (same subject at the same time on the same day).
- ☐ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of the testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure that secure areas are designated at each school.

SAVE YOUR BOXES AND RETURN SHIPPING LABELS!

The boxes in which you received your test materials should be saved to return the materials to the DOE. Be sure to save your return shipping labels.

Checklists may be copied—Do not remove from manual

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- ☐ 9. Receive shipment of test materials.
 - A) retain shipment boxes at the system/building for return shipment
 - B) retain pallet(s), if applicable
 - C) locate the packet containing return shipment instructions
 - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions."
 - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions."
 - (3) If return materials packet is not located, notify the Office of Assessment, Evaluation, and Research.
 - D) retain return address labels for return of Central Office Box
 - E) establish a system process for packing materials for return with Building Testing Coordinators
- ☐ 10. Verify quantities of all test materials received and distributed.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.
- ☐ 12. Notify the State immediately if additional test materials are needed or if test materials are defective or damaged.
- ☐ 13. Verify each school's Shipping Order Form to document test material inventories.
- ☐ 14. Distribute practice materials, if available, to Building Testing Coordinators. Do not return **practice materials** to the State.
- ☐ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines. Do not give Test Administrators extra test books (one test book per student present)
 - A) test materials—confirm for appropriate grade level
 - B) appropriate *Teacher Directions*
 - C) modified format tests, as needed
 - D) State assessment forms, per school procedures:
 - (1) School/Group List (SGL) (<https://tdoe.randasolutions.com>)
 - (2) Test Administration Group (TAG) form
 - (3) Report of Irregularity (RI) (<https://tdoe.randasolutions.com>)
 - (4) Inactive Test Material (ITM)
 - (5) Breach of Testing Security Report (<https://tdoe.randasolutions.com>)
 - (6) Adequate Yearly Progress Demographic Review
 - (7) Medical Exemption Request (<https://tdoe.randasolutions.com>)
- ☐ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 17. Contact the Office of Assessment, Evaluation, and Research at (615) 741-0720 with any questions.

DURING TESTING

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's Checklist.
 - A) verify used and unused test materials are collected from each applicable school
 - B) verify all counts on Shipping Order Form for each school, including additional materials from Central Office Box

Checklists may be copied—Do not remove from manual

- C) verify that an accurate SGL is included for each school and home school
- D) verify the TAG form is completed accurately (and teacher names match the student answer documents and the SGL) and included with each group of answer documents for the teacher listed on the TAG form
- E) verify proper coding for all absent and ELL Excluded students
- ☐ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.
- ☐ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets and make note on the Shipping Order Form.
- ☐ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. The answer documents of students who refuse to test should not be included with the following:
 - A) Inactive Test Material
 - (1) sign form
 - (2) make copy for system use
 - B) Reports of Irregularity must be completed online (<https://tdoe.randasolutions.com>)
 - (1) do not write comments on answer documents
 - (2) review RI information online, make recommendations, approve, and submit
 - C) Breach of Testing Security Report (<https://tdoe.randasolutions.com>)
 - (1) review and initiate appropriate investigation
 - (2) attach available documentation, including action taken, to the Breach of Testing Security Report form
 - (3) retain copy for system use
 - (4) return top copy to Breach Envelope
 - (5) complete an online RI for each Breach of Testing Security Report
 - D) Adequate Yearly Progress Demographic Review
 - (1) review and sign form
 - (2) copy and retain a record for system use
 - (3) submit one AYP form for the system in Breach Envelope. **DO NOT SEND SCHOOL AYP FORMS TO THE STATE.**
 - E) Medical Exemption Request (<https://tdoe.randasolutions.com>)
 - (1) review and sign form
 - (2) copy and retain a record for system use
 - (3) enter the information from the Medical Exemption Request on the TCAP online RI form
 - (4) submit form and detailed doctor documentation in Breach Envelope
- ☐ 6. Ensure all used answer documents with TAG forms and SGL forms (including transcribed Braille/Large Print test books) are packed in the **white answer document return boxes**. Note: Verify online SGL on TCAP Reports website (<https://tdoe.randasolutions.com>).
- ☐ 7. Ensure all remaining used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section IV, Return Procedures).
- ☐ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
- ☐ 9. Ship all white answer document return boxes to the State within 3 business days after testing is completed. The State will process and return student reports in the order materials are received.
- ☐ 10. Ship remaining test materials to the State within 5 business days after testing is completed.

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Building Testing Coordinator's Checklist

BEFORE TESTING

- ☐ 1. Assist System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions (e.g., no field trips, assemblies, building/grounds maintenance, visitors).
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally located storage area for test materials.
- ☐ 7. Count to confirm test materials received and document on the Shipping Order Form (**retain boxes and return address labels for return shipment**). Pearson will ship Pre-ID answer documents and pre-coded TAG forms directly to public school systems. Test books and other materials will come from the TDOE warehouse (**TRICOR Logistics Center**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) create a check-in and check-out list
 - B) require Test Administrator signature before and after each test session
 - C) count test materials before and after each test session
- ☐ 9. Distribute *Test Administration Manuals* and grades 3–8 *Teacher Directions* to Test Administrators.
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Distribute practice materials, if available. Do not return **practice materials** to the State.
- ☐ 12. Verify the building and each test setting are appropriately prepared.
 - A) common areas are free of instructional and reference materials
 - B) instructional materials are concealed or removed from test settings
 - C) seating is arranged to ensure students work without assistance from others
- ☐ 13. Ensure all test settings have appropriate test materials.
- ☐ 14. Distribute secure test materials immediately prior to each test session, adhering to security guidelines. Do not give Test Administrators extra test books (one test book per student present).
 - A) test materials—confirm for appropriate grade level
 - B) modified format tests, as needed
 - C) State assessment forms, per school procedures:
 - (1) Test Administration Group (TAG) form
 - (2) Report of Irregularity (RI) (<https://tdoe.randasolutions.com>)
 - (3) Inactive Test Material (ITM)
 - (4) Breach of Testing Security Report (<https://tdoe.randasolutions.com>)
- ☐ 15. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
 - A) ensure electronic communication devices are turned off
 - B) conduct spot checks of test settings
 - C) assist Test Administrators and Proctors with emergencies during testing
 - D) ensure Test Administrators and Proctors do not read test items or passages unless involved in a Read Aloud accommodation
 - E) notify System Testing Coordinator of any suspected testing security concerns

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- ☐ 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).
- ☐ 3. Ensure secure storage of test materials before, during, between, and after each test session.

AFTER TESTING

- ☐ 1. Collect and count all test materials after each test session.
- ☐ 2. Ensure that all circles that students intended to mark are filled in completely, all stray pencil marks are erased, and all erasures are complete.
- ☐ 3. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ☐ 4. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach form as needed.
- ☐ 5. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ☐ 6. Complete a Medical Exemption Request form for qualified students (<https://tdoe.randasolutions.com>). Medical Exemption Requests will not be granted without detailed doctor documentation explaining why the student was unable to test. District homebound forms are not sufficient documentation for granting a Medical Exemption. The detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test.
- ☐ 7. Ensure that answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test (see Section II, Make-Up Testing).
- ☐ 8. Insert used make-up materials into stacks per instructions (see Section II, Make-Up Testing).
- ☐ 9. Ensure proper completion and placement of each TAG form (see IV, Test Administration Group [TAG] Form).
- ☐ 10. Verify students' answer documents included under the TAG form have been placed with the appropriate teacher.
- ☐ 11. Complete the **System** Adequate Yearly Progress Demographic Review (one form). Complete the label on the Breach Envelope. Place the completed AYP form, along with any Medical Exemption Requests or Breach of Testing Security Report forms as needed, in the Breach Envelope (see Section IV, Return Procedures). Do not return school AYP forms to the state.
- ☐ 12. Sort, check, and count test materials at the conclusion of all testing, including make-up tests.
 - A) verify that answer documents have been removed from test booklets
 - B) do not write comments on answer documents
 - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side
- ☐ 13. Review answer documents and record totals on the Shipping Order Form. All used answer documents must be accompanied by a TAG form or ITM form. Duplicates and those documents filled out in error must go under a completed ITM form with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
 - A) all used answer documents
 - (1) **verify all student demographic information, including Code A or B data**
 - (2) place answer documents under the appropriate TAG form
 - B) used modified format tests (see Section III, Test Accommodations)
 - (1) ensure proper transcription of Braille and Large Print responses, if applicable
 - (2) place Braille and Large Print transcribed answer document under the appropriate TAG form
 - (3) ensure proper handling of all audiotapes (Braille)

Checklists may be copied—Do not remove from manual

- ☐ 14. Assemble answer documents with TAG form on top by class and/or grade.
 - A) TAG form
 - B) all regular and transcribed answer documents for teacher on TAG form
 - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper right side under the appropriate TAG form
 - D) paper band TAG form and related answer documents
- ☐ 15. Review remaining State assessment forms and record on Shipping Order Form.
 - A) review RI forms
 - (1) verify appropriate use and accurate completion
 - (2) enter RI information on TCAP Reports website (<https://tdoe.randasolutions.com>)
 - (3) do not return paper RI to state
 - (4) keep RI for school use
 - B) completed Breach of Testing Security Report, Adequate Yearly Progress Demographic Review, and Medical Exemption Request
 - (1) verify appropriate use, accurate completion, and **sign**
 - (2) make a copy and retain for school use
 - (3) place in Breach Envelope for return to System Testing Coordinator
 - C) paper-banded ITM
 - (1) ensure materials are those documented on the form
 - (2) verify use of form corresponds to allowed reasons only
 - (3) **sign** completed forms
 - (4) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate TAG form
 - (5) ensure only **paper** has been used for bands (adding machine tape or sentence strips work well)
- ☐ 16. Review other used and unused materials and record on Shipping Order Form.
 - A) used test materials
 - (1) paper band by grade according to report groups
 - (2) test booklets marked with student names and/or random markings
 - (3) inaccurately completed TAG forms
 - B) unused test materials
 - (1) test booklets
 - (2) unused answer documents
 - C) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) *Teacher Directions*
 - (3) blank State assessment forms
 - D) materials with manufacturing defects (e.g., missing pages, illegible printing, miscolated pages, faulty binding). Paper band and label such materials with "manufacturing defects" and include under a completed ITM form. Notify the Office of Assessment, Evaluation, and Research if numerous defects are found and if additional test materials are needed.
 - (1) test booklets
 - (2) *Test Administration Manuals*
 - (3) answer documents
- ☐ 17. Complete the School/Group List (SGL); enter SGL information on TCAP Reports website (<https://tdoe.randasolutions.com>). SGL and TAG form must match exactly.
- ☐ 18. Compile all used and unused test materials in the specified order and return them to the System Testing Coordinator (see Section IV, Return Procedures). Include a list of all students coded "Absent."
- ☐ 19. Make a list of each box's contents (i.e., grade/teacher information) to retain for school records.

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Test Administration

<i>CENTRAL OFFICE DISTRIBUTION LOG</i>

School # / Name: Test: ACHIEVEMENT

Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

[illegible]

Date _____

Test Administration

[illegible]

Test Administrator's Checklist

BEFORE TESTING

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the *Test Administration Manual* at <http://www.state.tn.us/education/assessment/achievement.shtml>.
- ☐ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (ELL) Accommodations, ELL Exclusion, and/or modified format tests (see Section III, Test Accommodations).
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for marking responses on this type of test.
- ☐ 10. Execute practice activities, if available. Do not return **practice materials** to the State.
 - A) distribute and administer practice activities to students
- ☐ 11. Prepare the test setting.
 - A) conceal or remove all instructional or reference materials (e.g., maps, posters, student samples, bulletin board items, graphic organizers, models)
 - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 12. Ensure appropriate testing materials are available for each test session.
 - A) No. 2 pencils with erasers
 - B) watch or clock
 - C) test documents—confirm appropriate grade level
 - D) answer documents—confirm appropriate grade level
 - E) materials required for student accommodations or modified format tests
 - F) *Test Administration Manual*
 - G) State assessment forms:
 - (1) Test Administration Group (TAG) form
 - (2) Report of Irregularity (RI)
 - (3) Inactive Test Material (ITM)
 - (4) Breach of Testing Security Report
 - H) *Teacher Directions*
 - I) blank scratch paper (for Mathematics only; no graph paper allowed)
 - J) appropriate calculators (for Mathematics only per system policy)
 - K) punch-out rulers
- ☐ 13. **Do not read test items or passages** before, during, or after testing unless involved in a Read Aloud accommodation session.
- ☐ 14. If reading is required due to accommodations, do not discuss test contents with anyone before, during, or after testing.

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- ☐ 15. Pre-claiming students for Teacher Effect
- A) Page 4 of the Achievement answer document allows teachers to “pre-claim” their students for Teacher Effect.
 - B) **If a teacher license number needs to be bubbled, it should be bubbled before student testing.**
 - C) If teacher license and content information was uploaded to PearsonAccess by the deadline, the information will not have to be bubbled. The following statement will appear on page 4 of answer documents that have the teacher information uploaded: **“DO NOT BUBBLE ON THIS PAGE. TEACHER OF RECORD INFORMATION HAS ALREADY BEEN UPLOADED TO PEARSONACCESS.”**

DURING TESTING

- ☐ 1. Post a “DO NOT DISTURB” sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.). No music of any kind can be played during testing.
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).
- ☐ 4. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) blank scratch paper (for Mathematics only; no graph paper allowed)
 - C) other allowable materials
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
 - A) ensure only authorized adults handle materials
 - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
 - C) verify test documents are appropriate grade level for students being assessed
 - D) review plan for distribution and collection of test materials with students
 - E) instruct students to sign any scratch paper
 - F) distribute test materials efficiently and accurately on each day of test administrations. Verify daily the version number is coded on the answer document and matches the test booklet for each student. (Ensure each student receives the same answer document and test booklet for each testing session.)
- ☐ 6. Ensure that students receive the correct pre-ID answer document.
 - A) instruct students to verify that his/her answer document has his/her name on it
 - B) explain to students that they are not to bubble any demographic information in the pre-ID fields (see page 26)
- ☐ 7. Ensure students’ names are written on the test booklets.
 - A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
 - B) confirm before testing that the version marked on each student answer document corresponds to the version number on his/her test booklet
- ☐ 8. Instruct students on appropriate methods for marking responses.
 - A) fill the circle completely with a solid, dark mark
 - B) make no stray marks
 - C) erase changes completely
 - D) discourage students from marking responses randomly
 - E) choose only one response per item because marking multiple responses will negatively affect the student’s score

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- ☐ 9. Complete student demographic information (see Section II, Coding Instructions for Grades 3–8). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every test session. (*Ensure each student receives the same answer document and test booklet for each testing session.*)
- ☐ 10. Ensure students understand directions for taking the test.
 - A) encourage students to attempt all items
 - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
 - C) make sure students respond to the test without help from anyone
 - D) do not provide assistance that could indicate an answer
- ☐ 11. Administer the test, observing all time limits and start/stop commands.
- ☐ 12. Use the roster of students to denote absentees from test/subtest.
- ☐ 13. Remain with the students and be observant and non-disruptive throughout the test session.
- ☐ 14. Manage test disruptions to ensure the validity of test results.
 - A) test disruptions must be avoided
 - B) students who **must** temporarily leave during the test session **must not** have access to reference materials
 - C) enforce applicable time limits; document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
 - D) document incidents on RI, as appropriate
 - E) maintain test security during all breaks

AFTER TESTING

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all answer documents after every test session.
 - A) count to confirm all answer documents are collected
 - B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS "ABSENT."** Complete an RI, following instructions (see Section IV, Report of Irregularity [RI]).
 - C) ensure student demographics are filled out completely
 - D) erase the "Absent" bubble if a student makes up any part of a test
 - E) remove any tape, sticky notes, staples, paper clips, etc.
 - F) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - G) complete a separate ITM form for each incident type, **sign**, and **paper band** with the affected document(s); include incorrectly completed answer document(s); do NOT erase, do not write "VOID," and do not make any other comments on the answer document(s)
 - H) bind ITM materials together using only **paper** for bands (adding machine tape or sentence strips work well)
- ☐ 4. Collect all test materials after every test session.
 - A) examine test booklets to ensure no used answer documents have been left in error
 - B) count to confirm all materials have been collected
 - C) remove any tape, sticky notes, staples, paper clips, etc.
 - D) ensure all scratch paper has been signed and collected
 - E) examine scratch paper for any inappropriate information and complete an RI if needed
 - F) identify test booklets to be included under ITM (see Section IV, Inactive Test Material [ITM])
 - G) complete an ITM only if there are materials to accompany the ITM, **sign**, and **paper band** with the affected material

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- H) bind ITM materials together using only **paper** for bands (adding machine tape or sentence strips work well)
- I) when completing an ITM, if the choices given do not apply to the situation, describe the circumstances
- J) when “wrong test” box is checked on ITM, identify correct test to have been administered or stipulate that test need not have been taken

- ☐ 5. Transcribe any responses from Braille or Large Print test books to the Achievement answer documents in a secure setting per instructions (see Section III, Braille Test Instructions and Large Print Test Instructions).
- ☐ 6. Compile a list of absent students, noting test/subtest missed, and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 7. Complete the TAG form, according to instructions, per school procedures (see Section IV, Test Administration Group [TAG] Form).
- ☐ 8. Complete and **sign** all appropriate State assessment forms according to school procedures (see Section IV, Post-Test Procedures).

Note: Do not write comments on answer documents.

- A) Online RI as needed
- B) Breach of Testing Security Report as needed
- C) Medical Exemption Request as needed
- ☐ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper
 - B) list of absentees (do not send the list back to the state)
 - C) completed TAG form, per school instructions
 - D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side)
 - E) modified format tests and transcribed answer documents
 - F) completed Reports of Irregularity, Breach of Testing Security Report forms, and Medical Exemption Request forms
 - G) paper-banded ITM form and related materials
 - H) other used and unused test materials
 - (1) used test booklets, including those marked with student names and/or stray marks
 - (2) unused answer documents and test booklets
 - I) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) *Teacher Directions*
 - (3) blank and inaccurately completed State assessment forms
 - J) materials with manufacturing defects (notify the Building Testing Coordinator)

Note: EVERY USED ANSWER DOCUMENT MUST BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate TAG form for processing. Paper band those NOT to be scanned to a completed ITM; DO NOT ERASE STUDENT INFORMATION.

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Grades 3–8, Form B Achievement Test Student Accountability Demographic Information, Sample

DO NOT TEAR HERE

1 LAST NAME FIRST NAME MI 2 ETHNIC ORIGIN 3 BIRTH DATE 4 UNIQUE STUDENT ID 5 TEST VERSION 6 TAG ID

7 TEST ADMINISTRATOR SYSTEM NAME SCHOOL NAME

8 INSTRUCTIONAL AVAILABILITY To be completed by school personnel ONLY

9 GENDER 10 OPTIONAL CODES 11 MEMBERSHIP 12 CODE A B 13 ABSENTEE STATUS

14 OTHER PROGRAMS 15 STATE USE ONLY 16 ESL SERVICES 17 TITLE I 18 ELL Accommodations 19 SPECIAL EDUCATION 20 MODIFIED FORMAT TEST 21 SPECIAL ACCOMMODATIONS

TCAP
TENNESSEE COMPREHENSIVE
ASSESSMENT PROGRAM
ACHIEVEMENT TEST

**GRADE 3
FORM B**

TCAP Pre-ID

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Test Administration

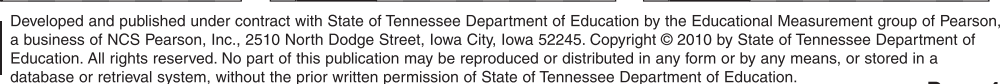
* Each Teacher is to fill in their respective content area(s) and license number for each student.
* Make sure license number is complete with all nine (9) digits. Please use leading zeroes for license numbers.

		LICENSE NUMBER							
CONTENT AREA	RLA								
	<input type="radio"/> MA	0	0	0	0	0	0	0	0
	<input type="radio"/> SC	1	1	1	1	1	1	1	1
	<input type="radio"/> SS	2	2	2	2	2	2	2	2
	<input type="radio"/>	3	3	3	3	3	3	3	3
	<input type="radio"/>	4	4	4	4	4	4	4	4
	<input type="radio"/>	5	5	5	5	5	5	5	5
	<input type="radio"/>	6	6	6	6	6	6	6	6
	<input type="radio"/>	7	7	7	7	7	7	7	7
	<input type="radio"/>	8	8	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9	9	9	

		LICENSE NUMBER							
CONTENT AREA	RLA								
	<input type="radio"/> MA	0	0	0	0	0	0	0	0
	<input type="radio"/> SC	1	1	1	1	1	1	1	1
	<input type="radio"/> SS	2	2	2	2	2	2	2	2
	<input type="radio"/>	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5
		6	6	6	6	6	6	6	6
		7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	
	9	9	9	9	9	9	9	9	

		LICENSE NUMBER							
CONTENT AREA	RLA <input type="radio"/>								
	MA <input type="radio"/>	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
	SC <input type="radio"/>	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
	SS <input type="radio"/>	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
		(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
		(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
		(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
		(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
		(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
		(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

DO NOT TEAR HERE



Page 4

PLEASE DO NOT WRITE IN THIS AREA

☒ ○

SERIAL #

MAAS Answer Document, Sample

DO NOT TEAR HERE

If document is pre-coded shaded fields will not be scanned.

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Teacher of Record Linkage Information for Teacher Effect Data is not necessary for the Modified Academic Achievement Standards (MAAS) Assessment. According to TN Code Annotated 49-1-606(a), records from any student who is eligible for special education services under federal law will not be used as part of the annual estimates of teacher effects on student progress in grades three through eight (3-8).



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SERIAL #



PLEASE DO NOT WRITE IN THIS AREA

Coding Instructions for Grades 3–8

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.

In order to assist in the delivery of test and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.


All pre-coded answer documents will have a barcode in the pre-ID area on the bottom left corner of the answer document. There will be enough information in the pre-ID area to give each student the appropriate answer document. You can use a pre-ID answer document only for the student listed on the barcode.

You must make sure that each student receives the correct pre-ID answer document! Failure to do so may result in students receiving incorrect scoring and reporting.

If the answer document has a pre-ID barcode, **do not bubble any of the pre-ID fields. Do not make demographic corrections on pre-ID answer documents. Corrections must be made online in PearsonAccess.**

The pre-ID fields are:

- 1- Name
- 2- Ethnic Origin
- 3- Birth Date
- 4- Unique Student ID
- 9- Gender

LAST, FIRST X		
Student # ****6789	Grade: 05	
DOB: 01/01/1901	Gender: M	Ethnicity: C
System: MY DISTRICT NAME		
School: MY SCHOOL NAME		
12345-1234		
		
123456789-9		

For answer documents with pre-ID barcodes, bubble the relevant data fields with dark headings only (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations). If your system uploaded all the optional fields, then this step may not be necessary. Check with System Testing Coordinator.

If a student does not have a pre-ID answer document, a blank answer document must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

☐ Ensure student demographic information is properly marked.

- use a No. 2 pencil to make dark, solid marks that fill the circle completely
- make no stray marks
- marking more than one circle in each column will invalidate the coding
- erase changes completely

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☐ Coding instructions for grades 3–8 follow. Fields denoted with “*” are pre-ID fields.

- 1* **Name:** (Do not bubble on pre-ID answer document.) Print the student’s full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
- 2* **Ethnic Origin:** (Do not bubble on pre-ID answer document.) Fill in the one circle that best represents the student’s ethnic origin.
- 3* **Birth Date:** (Do not bubble on pre-ID answer document.) Write the date of birth in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the *Birth Date Year* field.)
- 4* **Unique Student ID (USID):** (Do not bubble on pre-ID answer document.) The USID, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number has fewer than nine digits, use leading zeros. Non-public schools/facilities will not have EIS-generated numbers.
- 5 **Test Version:** Fill in the corresponding circle for the version of the test booklet used by each student. Note: Incorrectly completing this circle may impact a student’s score. On the first day of testing, have students put their names on their test booklets.
- 6 **TAG ID:** Bubble the TAG ID number from the TAG form on each answer document placed under the TAG form.
- 7 **Test Administrator, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete Test Administrator name (last name, space, first name) is required for reporting. The Test Administrator’s name must be written exactly as it appears on the TAG form.
- 8* **Instructional Availability:** Fill in only one of the corresponding circles based upon the student’s anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional schedules, select from among the following:
 - ☐ 150 days or more
 - ☐ 75–149 days
 - ☐ 74 days or fewer
 For Modified schedules, select from among the following:
 - ☐ 75 days or more
 - ☐ 38–74 days
 - ☐ 37 days or fewer
- 9* **Gender:** (Do not bubble on pre-ID answer document.) Fill in the appropriate circle.
- 10 **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Office of Assessment, Evaluation, and Research.
- 11 **Membership:** Fill in the circle corresponding to the student’s enrollment. These data are gathered for AYP Accountability.
 - ☐ 1 The student HAS BEEN continuously enrolled in this school at some point in the 1st reporting period.
 - ☐ 2 The student has NOT been continuously enrolled in this school but HAS BEEN enrolled in this school district at some point in the 1st reporting period.
 - ☐ 3 The student has NOT been continuously enrolled in this school district but HAS BEEN enrolled in a Tennessee public school district at some point in the 1st reporting period.

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- 4 The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.
- 12 **Code A or B (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school.
 - Code A: ELIGIBLE for free or reduced price lunch
 - Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

- 13 **Absentee Status:**
 - Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.
 - "Absent" should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.
 - "Absent" should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
 - If the student makes up **ANY** part of the test, erase the "Absent" bubble completely.
- 14 **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
 - 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.
 - Gifted: Fill in the corresponding circle if the student qualifies as gifted.
 - Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally Delayed is not an IDEA recognized category. Functionally Delayed students are **NOT** counted as Special Education for AYP. (Do not bubble special education hours.)
 - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
 - Home School: Fill in the corresponding circle if the student qualifies as a Home School student who is tested.
- 15 **State Use Only:** Do not write in this box unless instructed to do so by direct communication from the State.
 - Homebound coding for grades 3–8: Bubble "B1."
- 16 **Title I (Only schools receiving Title I funds complete this information):**
 - SWP—Schoolwide Programs: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
 - TAS—Targeted Assisted Schools: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

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- 17 **ESL Services:** In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived ELL student must participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student's testing status.
- ☐ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL. **Note:** Not all ELL students are ELL Excluded.
 - ☐ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the Test of English Fluency and scored fluent English proficient or above on all subtests of the Test of English Fluency.
 - ☐ Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) the second year. T1 and T2 students do not qualify for ELL accommodations.
 - ☐ Transitional ELL students are exited from monitoring following the second successful year in which they score proficient or above on the state-mandated language proficiency assessment.
 - ☐ ELL Excluded: Fill in this circle only if the student qualifies for ELL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school.
- 18 **ELL Accommodations:** Fill out ELL Accommodations for students who qualify according to State Criteria. Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document. T1 and T2 students are not eligible for ELL accommodations.
- ☐ Q extended time
 - ☐ R bilingual dictionary
 - ☐ S read aloud **in English** internal **test instructions verbatim**
 - ☐ T read aloud **in English** internal **test items verbatim**
- 19 **Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. Do not code special education hours for Functionally Delayed students or students with a 504 Service Plan.
- ☐ Less than 4 hours per week
 - ☐ 4–22 hours per week
 - ☐ 23 or more hours per week
- 20 **Modified Format Test:** Fill in the circle corresponding to the modified format used. **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.
- ☐ ELSA
 - ☐ Braille/Audio
 - ☐ Large Print
- 21 **Special Accommodations for grades 3–8 (According to State Criteria):** Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

Coding Instructions may be copied—Do not remove from manual

- A Extended Time
- B Read Aloud Internal Test Instructions/Items
- C Prompting Upon Request
- D Interpreter Signs/Cues
- E Manipulatives
- F Assistive Technology
- G Calculator
- H Scribe (H does not appear on the answer document since it is an allowable accommodation)
- I Unique Accommodations

Important note: Scribe is an **Allowable** Accommodation (not Special Accommodation) for the TCAP Achievement/ELSA Test.

Test Directions Grades 3–8

Refer to *Teacher Directions* for specific instructions for administering the Achievement Test.

Calculator Use

Students in grades 3–8 may use a calculator on the Mathematics content area of the Achievement Test per system policy. A calculator may not be used on any other content areas of the TCAP Achievement Test (i.e., Reading/Language Arts, Science, or Social Studies). Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Calculators must be cleared before and after the test administration. Non-factory applications and programs must be disabled or removed from the calculator before the test administration. **During state-mandated testing**, calculators **must** be used with the original factory default settings.

The following types of devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- electronic bilingual dictionaries
- cell phones, PSPs, and/or iPods

Some examples of prohibited calculators are:

- Casio models: CFX-9970G, Algebra FX 2.0
- Hewlett-Packard models: HP-40G, HP-49G
- Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE — the CAS version (The non-CAS version of TI-NSPIRE is allowable.)
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- calculators that have a Computer Algebra System (CAS)

Students may use any four-function, scientific, or graphing calculator that does not have any prohibited features. The Test Administrator is responsible for verifying that calculators used by the students do not have prohibited features.

Color-Coded Test Books

Test books and answer documents are color-coded for each grade. When distributing test materials to your students, **make sure the test books and answer documents are the same color.**

Colors for each grade are as follows:

Achievement test: Grade 3—dark blue; Grade 4—green; Grade 5—rust; Grade 6—red; Grade 7—purple; Grade 8—aqua

MAAS: Grade 3—red; Grade 4—purple; Grade 5—aqua; Grade 6—dark blue; Grade 7—green; Grade 8—rust

ELSA books will resemble the ACH books but will have a slightly different color formatting. ELSA test books will be the following colors: Grade 3—dark blue; Grade 4—green; Grade 5—rust; Grade 6—red; Grade 7—purple; Grade 8—aqua

Home School and Homebound Students

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

T.C.A.49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to Home School students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the Home School student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the Home School student is tested in grade five (5). Both parent-teacher and Home School student shall be under the supervision of the test administrator.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through 8 (K-8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the same time that the church-related school tests its regular day school students.

T.C.A.49-6-3050(a)(2)(C)(ii)

Any parent conducting a Home School for children in grades nine through twelve (9-12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

The TCAP Achievement Test cannot be administered to Home School students in grades other than 5 and 7.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be "Home School." Complete remainder of answer document using instructions in Section II, Test Administration.
2. Complete a **separate Test Administration Group (TAG) form** for each student tested. Pre-coded home school TAG forms will be included with your system materials. If additional headers are needed, please refer to the pre-coded document as a guide. Coding instructions:
 - A) In the **SYSTEM NAME** Box, write "**HOME SCHOOL.**"
 - B) In the **SYSTEM #** Box, code "00981" for the Home School System Number.
 - C) In the **SCHOOL #** Box, code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County).
 - D) In the **SCHOOL NAME** Box, write **YOUR SYSTEM NAME** for School Name.
 - E) In the **TEST ADMINISTRATOR** box, code "**HOME**" then skip a space and code **STUDENT'S LAST NAME**.
 - F) In the **GRADE** Box, code the grade level at which the student is being assessed.
 - G) Fill in "01" for **NUMBER STUDENTS TESTING**. Fill in "00" for **NUMBER STUDENTS ABSENT**. Fill in "01" for **NUMBER ANSWER DOCUMENTS RETURNED**.
3. Enter online all Home School students on a single School/Group List (SGL). Make sure the **TEACHER LAST NAME** and **FIRST NAME** are exactly the same on the SGL and the TAG form.
4. Paper band **ALL** Home School TAG forms and answer documents by grade and return to System Testing Coordinator.
5. The System Testing Coordinator should place paper-banded Home School TAG form and answer documents in a separate envelope labeled "Home School." The Home School envelope (not provided) should be placed in the white boxes with other answer documents.

Unique Student Identification Numbers

Home School students must use nine-digit USID numbers. For Home School students, use *3-digit system* # + 981 + 001 to 999. Systems must keep up with the assigned USID numbers. **Do not use student Social Security numbers.**

Testing Homebound Students

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

- Special attention should be given to test security.
- The Homebound student must be tested during the system's designated testing dates.
- The Homebound student should be coded at his/her school of record/enrollment.
- The completed answer document should be placed under a TAG form for his/her teacher of record/enrollment.
- On the answer document, fill in "B1" in the State Use Only box.

Make-Up Testing

Plans should be made to allow all students to make up any tests/subtests not attempted during the regular test session. Make-ups must be administered within the State testing window.

BEFORE TESTING

- ☐ 1. Plan a school make-up testing schedule within the State test administration timeframe.
- ☐ 2. Identify and contact students who need to make up a test(s)/subtest(s).
- ☐ 3. Schedule students who need to make up a test(s)/subtest(s).
- ☐ 4. Gather materials needed to administer the test (e.g., test booklet, answer document, *Teacher Directions*).

DURING TESTING

- ☐ 1. Establish a quiet, secure place for the administration of the make-up test(s)/subtest(s).
- ☐ 2. Code or help students code the Student Accountability Demographic Information on the answer documents, according to instructions in this manual.
- ☐ 3. Ensure that students who began testing before their absence complete testing using the same test booklet/version and answer document.
- ☐ 4. Administer the test/subtest adhering to test directions and time limits defined in this manual.

AFTER TESTING

- ☐ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
- ☐ 2. Coordinate with the Building Testing Coordinator for appropriate **placement** of the make-up test materials within other used answer documents and materials.
 - A) Ensure that all absent students (grades 3–8) who have **not** taken **ANY** part of the test have the "Absent" circle darkened on their answer document. Place the answer document(s) under the appropriate Test Administration Group (TAG) form.
 - B) Ensure that the darkened "Absent" circle on the answer document is erased completely for all students (grades 3–8) who **have** taken **ANY** make-up tests. Place the answer documents under the appropriate Test Administration Group (TAG) form.
 - C) If students **who have taken a make-up test used a new answer document** and also have an answer document with the "Absent" circle darkened, remove the answer document that **does not contain responses** and place it under an Inactive Test Material (ITM) form with the appropriate incident type checked. Be sure that no student has **two answer documents to be scanned and scored**.

Test Time Limits

Achievement and ELSA Grades 3–8, Form B

For each content area, allow 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. Administer both parts of each content area test in a single day to reduce incomplete test results due to absences. The time limits are generous and allow most students time to finish. Scheduled breaks are indicated in the specific directions for each content area.

TCAP Achievement, Grade 3, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–38	69
	Part 2	39–75	67
Mathematics	Part 1	1–35	53
	Part 2	36–69	51
Science	Part 1	1–35	53
	Part 2	36–69	51
Social Studies	Part 1	1–35	53
	Part 2	36–69	51

TCAP Achievement, Grades 4–5, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–38	69
	Part 2	39–75	67
Mathematics	Part 1	1–35	47
	Part 2	36–69	46
Science	Part 1	1–35	48
	Part 2	36–69	47
Social Studies	Part 1	1–35	47
	Part 2	36–69	45

TCAP Achievement, Grades 6–8, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–42	76
	Part 2	43–83	74
Mathematics	Part 1	1–35	47
	Part 2	36–69	46
Science	Part 1	1–35	48
	Part 2	36–69	47
Social Studies	Part 1	1–35	47
	Part 2	36–69	45

Test Time Limits

MAAS Grades 3–8, Form B

For each content area, allow 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. Administer both parts of each content area test in a single day to reduce incomplete test results due to absences. The time limits are generous and allow most students time to finish. Scheduled breaks are indicated in the specific directions for each content area.

MAAS Achievement, Grade 3, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–33	69
	Part 2	34–66	67
Mathematics	Part 1	1–31	53
	Part 2	32–61	51
Science	Part 1	1–31	53
	Part 2	32–61	51
Social Studies	Part 1	1–31	53
	Part 2	32–61	51

MAAS Achievement, Grades 4–5, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–33	69
	Part 2	34–66	67
Mathematics	Part 1	1–31	47
	Part 2	32–61	46
Science	Part 1	1–31	48
	Part 2	32–61	47
Social Studies	Part 1	1–31	47
	Part 2	32–61	45

MAAS Achievement, Grades 6–8, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–37	76
	Part 2	38–73	74
Mathematics	Part 1	1–31	47
	Part 2	32–61	46
Science	Part 1	1–31	48
	Part 2	32–61	47
Social Studies	Part 1	1–31	47
	Part 2	32–61	45

Who is eligible to take MAAS?

- Students with a disability who are on an active IEP are eligible to take the Modified Academic Achievement Standards (MAAS) Assessment.
- Eligible students may have a disability in any of the federal disability categories.
- Functionally Delayed is not an IDEA-recognized disability. Functionally Delayed is a Tennessee disability category. The score of a Functionally Delayed student participating in MAAS will be considered “Basic” and the student will be regarded as a “non-participant” for AYP purposes.
- It is the decision of the IEP Team whether or not a student with a disability should be assessed with the MAAS. A student may NOT participate in both MAAS and ELSA. The IEP Team must determine which assessment is the most appropriate for the student.

SECTION III: TEST ACCOMMODATIONS 2010–2011 TCAP Allowable Accommodations

TCAP Allowable Accommodations Chart 2010-2011				
Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.				
Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End-of-Course (EOC)/ELSA	Gateway	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables	Math Only Multiplications, Division, Subtraction, Addition Tables See <i>Test Administration Manual</i> for Calculator Policy	Algebra I Algebra II Only Multiplications, Division, Subtraction, Addition, Square Root Table See <i>Test Administration Manual</i> for Calculator Policy	Gateway Mathematics Only Multiplications, Division, Subtraction, Addition, Square Root Table See <i>Test Administration Manual</i> for Calculator Policy	Not Applicable – no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe	Allowed	Allowed	Allowed	Special Accommodation Only
Marking in Test Booklet				Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

For questions regarding Special Education TCAP Assessments contact Lori Nixon (615) 741-0720

2010–2011 TCAP Allowable Accommodations ACHIEVEMENT/MAAS/ELSA Assessments

(For use by *any* student—General Education, Special Education, and ELL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** Use of Allowable Accommodations should be based on individual student need. Allowable Accommodations do not apply to an entire general education classroom but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodations with the student prior to testing. More information about Allowable Accommodations is available at <http://state.tn.us/education/assessment/accommodations.shtml>.

TCAP Allowable Accommodations are specifically defined as follows:

- **Braille/Large Print:** Any Braille or Large Print test must be requested in advance. Braille and Large Print versions are available for all Achievement Assessments. Large Print is available for MAAS. Readers for illustrations and graphs are permitted with the Large Print or Braille versions of the TCAP Assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.

Braille Test Instructions

1. Fill in the “Braille” bubble on the student answer document and fill in the “Braille” bubble on the TAG form.
2. Students may mark responses directly in the test booklet.
3. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
4. Special Accommodations may be used only if indicated on the student’s IEP (including extended time). See Section III, 2010–2011 TCAP Special Accommodations, for additional information.
5. Complete the student demographic information on the student’s answer document. Ensure that the circles for Braille and any accommodations used have been bubbled. Do not bubble the test version.
6. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document.
7. Place the transcribed answer document under a TAG form for the student’s teacher.
8. The Braille test with the completed label and corresponding audiotape must be returned to the State in the white box along with the transcribed answer document.

Large Print Test Instructions

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
3. Special Accommodations may be used only if indicated on the student’s IEP (including extended time). See Section III, 2010–2011 TCAP Special Accommodations, for additional information.
4. Complete the student demographic information on the student’s answer document. Ensure that the circle for Large Print and any accommodations used have been bubbled.
5. Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.
6. Place the transcribed answer document under the appropriate TAG form for the student’s teacher.
7. The Large Print test booklet with the completed label should be returned to the State in the white boxes with all other answer documents.

- **Signing Instructions:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.
- **Repeating Instructions:** Directions normally read aloud or signed to students **may** be reread/signed verbatim as needed. Test instructions may not be clarified in any manner.
- **Calculators/Mathematics Tables:** Calculators or Mathematics tables **may** be used only on the Mathematics test. Mathematics tables are defined as the following: Addition, Subtraction, Multiplication, and Division. For additional information concerning appropriate calculator use, see Mathematics Calculator Use policy.
- **Flexible Setting:** Students may take TCAP Assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

- **Visual/Tactile Aids:** Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers, including white noise machines. No music of any kind can be played during testing.
- **Multiple Testing Sessions (Within Same School Day):** A content area may be given in smaller segments adhering to the allotted time for that content area as specified on pages 35–36. Each content area (Parts 1 and 2) given must be completed within the same school day. Use of this accommodation requires an individual or a small group setting. Breaks taken by the student during the testing period must be closely supervised. Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.
- **Flexible Scheduling:** A content area may be administered at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Extended breaks between Parts 1 and 2 may be given to the student. Each content area (Parts 1 and 2) given must be completed within the same school day. Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.
- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial scribe. A scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Test Administration Group (TAG) form. All transcribed answer documents must travel with the test books from which student answers have been transcribed.
- **Marking in Test Booklet:** Students taking Achievement/MAAS Assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.
- **Student Reads Aloud to Self:** The student may read aloud the assessment being administered to him/her in an individual setting.

2010–2011 TCAP Special Accommodations

TCAP Special Accommodations Chart 2010-2011 All Special Accommodations <u>must</u> be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.				
Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	Gateway	End of Course (EOC)/ELSA	Writing
A. Extended Time	-Extended time limits determined by IEP team or 504 committee	-Not Applicable-Untimed	-Not Applicable-Untimed	-Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
C. Prompting Upon Request	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
D. Interpreter Signs/Cues	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas
E. Manipulatives	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-Not applicable
F. Assistive Technology	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success
G. Calculator	-As indicated on IEP or 504 service plan for use in the content area of Science *Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation	-See Allowable Accommodation Chart for appropriate calculator use	-See Allowable Accommodation Chart for appropriate calculator use	-Not applicable
H. Scribe	-Allowable Accommodation	-Allowable Accommodation	-Allowable Accommodation	-As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations

For questions regarding Special Education TCAP Assessments contact Lori Nixon (615) 741-0720

Test administration questions related to Special Accommodations should be directed to Lori Nixon at (615) 741-0720. Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at <http://state.tn.us/education/assessment/accommodations.shtml>.

The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. If the accommodation determined by the IEP Team as necessary for use on TCAP Assessments is not an Allowable Accommodation or Special Accommodation provided by the State but is used consistently and proficiently by the student on classroom assessments, then a Unique Adaptive Accommodation Request Form (UAARF) may be submitted to the Department of Education for review no later than one month prior to the assessment. UAARFs can be downloaded from <http://www.state.tn.us/education/assessment/accommodations.shtml>.

TCAP Special Accommodations are specifically defined as follows:

A. Extended Time:

Extended Time may be used as an accommodation on any timed test. The need for Extended Time must be determined by the student's IEP Team or 504 Review Committee. According to a publication by the Council for Exceptional Children, "When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed."¹ To the extent possible the amount of scheduled Extended Time should be documented in the student's current IEP or 504 Service Plan. This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. No test should be administered for more than 76 minutes without allowing for a 10-minute break.

¹ Council for Exceptional Children. (2000). Making assessment accommodations: A toolkit for educators. Reston, VA: Council for Exceptional Children, 34.

B. Read Aloud Internal Test Instructions/Items:

As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need.

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment (whether to read aloud the instructions/items for the entire test or for specific sections of the test). Graphs/Charts/Timelines may not be read aloud. If a student has need for a specific word or phrase read within the graphic, he/she may use Accommodation C.

C. Prompting Upon Request:

Prompting Upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting Upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting Upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with IEP documentation of need.

Prompting Upon Request is a viable alternative for the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting Upon Request is appropriate when the student requires assistance to read isolated words in the test context, including graphs/charts/timelines. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test—verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

D. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to a word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

E. Manipulatives:

Special Accommodation E may be used on mathematics tests or subtests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program.** Manipulatives include number lines, counters, shapes, textured material (i.e., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

F. Assistive Technology:

Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to, computers, speech synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read-Aloud” any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device which would read the assessment.

G. Calculator:

Calculator use is not considered a Special Accommodation in the content area of Math on all TCAP assessments.

The use of Calculator / Mathematics tables is recorded as a Special Accommodation on the answer document for Achievement and MAAS when used as a Special Accommodation for the content area of Science. Refer to the *Test Administration Manual* for required calculator restrictions.

H. Scribe:

Accommodation H is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, MAAS, Gateway, and EOC assessments. Scribe may be used by students when indicated on the IEP or 504 Service Plan or due to a short-term physical inability to write. Extended Time limits for the TCAP Writing Assessment may be determined by the student’s IEP Team or 504 Review Committee.

If the student can use a keyboard proficiently, the IEP Team or 504 Review Committee should consider the use of a keyboarding device (Assistive Technology) instead of dictation to a scribe for the Writing Assessment. According to a report by the National Center on Education outcomes, “If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation.”

Students who cannot mark their own answer documents may use an impartial Scribe. A student may dictate his/her entire response using an audio recording device. The student’s response may be played back in short segments, so that the student may then spell out each word, letter-by-letter, and punctuate the response for the scribe.

If the student does not typically use an audio recording device, the student may dictate his/her entire response to the scribe. The scribe may read back the student’s response in short segments, so that the student may spell out each word, letter-by-letter, and punctuate the response for the scribe.

In either case, the scribe must record the student’s response exactly as the student dictates it. Corrections may not be made in spelling, punctuation, sentence structure, etc.

If a student uses an audio recording device, the tape must be labeled with the student’s name, unique state ID number, school name, and system name. The labeled tape must be placed in a protective case, and returned to the State at the address provided in the *Test Administration Manual*.

I. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the Unique Adaptive Accommodation Request Form (UAARF). All UAARFs should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, UAARFs should be submitted to the Department of Education for review and approval as soon as need is indicated.

Testing Irregularities:

It is the responsibility of each school’s lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the student’s IEP or 504 Service Plan. It is the Test Administrator’s responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure that all accommodations are applied appropriately.

An online Report of Irregularity must be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.
2. A student does not qualify for a Special Accommodation but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.



State of Tennessee
Department of Education
ELL Students and Tennessee Assessments

2010–2011 English Language Learner (ELL) Accommodations

Accommodations		Achievement/ ELSA (Grades 3–8)	End-of-Course (EOC) / ELSA Gateway	Writing Assessment	ELDA
Q	Extended Time ¹	Time and a half per subtest	Not applicable — Untimed	Time and a half	No accommodations allowed
R	Bilingual Dictionary	Not allowed for Reading/Language Arts	Not allowed for EOC English I and English II and Gateway Language Arts	NOT allowed	No accommodations allowed
S	Read Aloud in English Test Instructions	All subtests	All tests	All tests	No accommodations allowed
T	Reading/Language Arts Read Aloud in English Internal Test Items	Not allowed for Reading/Language Arts	Not allowed for EOC English I and English II and Gateway Language Arts	All tests	No accommodations allowed

*All ELL students are eligible for Allowable Accommodations, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

*Transitional ELL students who have tested proficient on the state-mandated language proficiency assessment and are in the two required years for monitoring are not entitled to ELL accommodations and should be coded only as T1/T2 on the TCAP answer document.

*ELL students are permitted to use the accommodations above on ELSA.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the TN ESL Assessment Program Manager, Steven Nixon, at (615) 741-0720.

¹ If the student uses both ELL and Special Accommodations, Extended Time is determined by the IEP Team or 504 Review Committee.

English Language Learner (ELL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

“The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

ELL status must be determined by the Test of English Fluency. A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding ELL Accommodations should be referred to Steven Nixon (615) 741-0720.

ELL First Year Excluded

In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived ELL student **must** participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. The “ELL Excluded” bubble must be used to indicate the student is being exempted from the Reading/Language Arts content area of the TCAP Achievement Test.

ELL students may be exempted from the Reading/Language Arts content area of the TCAP Achievement Test and may have their Mathematics Achievement Test score excluded (must use the “**ELL Excluded**” bubble) from AYP calculations if they:

- are identified on the Home Language Survey as having a home language other than English, and
- score limited English proficient on the Test of English Fluency, and
- are in their **first year of enrollment in a U.S. school**.

At the end of the first year of enrollment in a U.S. school, all ELL students are expected to take all state-mandated assessments and are included in AYP calculations.

ELL Students Classified as T1/T2 ELL

Transitional Limited English Proficient (LEP) Students are non-English language background students who were classified as ELL based on the Tennessee ESL Assessment, and have scored fluent English proficient or above on all subtests on the Tennessee ESL Assessment. Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.

T1/T2 ELL students are required to take all content areas of the Achievement Test. T1/T2 students are not eligible to receive ELL accommodations.

English Linguistically Simplified Assessment (ELSA)

- Students who qualify for ESL services are eligible to take ELSA.
- T1 and T2 students are **NOT** eligible to take ELSA.
- Students participating in ELSA must take all content areas in ELSA.
- A student may **NOT** participate in both MAAS and ELSA. If a student is qualified to take both MAAS and ELSA, the IEP Team must determine which assessment is the most appropriate for the student.

ELL Accommodations

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the TCAP Achievement Test. The example of ELL Accommodations bubbles (see right) may not apply for all parts of the Achievement Test (see English Language Learner [ELL] Accommodations table).

ELL Accommodations			
Q	R	S	T
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. Extended Time

This accommodation may be used for all subtests.

The Test Administrator must verify that the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation Q” circle are darkened on the answer document.*

Eligible students using Accommodation Q should be given one and one-half ($1\frac{1}{2}$) times the standard time limits:

ELL Accommodations Q Extended Time Limits
TCAP Achievement, Grade 3, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–38	104
	Part 2	39–75	101
Mathematics	Part 1	1–35	80
	Part 2	36–69	77
Science	Part 1	1–35	80
	Part 2	36–69	77
Social Studies	Part 1	1–35	80
	Part 2	36–69	77

ELL Accommodations Q Extended Time Limits
TCAP Achievement, Grades 4–5, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–38	104
	Part 2	39–75	101
Mathematics	Part 1	1–35	71
	Part 2	36–69	69
Science	Part 1	1–35	72
	Part 2	36–69	71
Social Studies	Part 1	1–35	71
	Part 2	36–69	68

ELL Accommodations Q Extended Time Limits
TCAP Achievement, Grades 6–8, Form B

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–42	114
	Part 2	43–83	111
Mathematics	Part 1	1–35	71
	Part 2	36–69	69
Science	Part 1	1–35	72
	Part 2	36–69	71
Social Studies	Part 1	1–35	71
	Part 2	36–69	68

R. Bilingual Dictionary

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. ELL Accommodation R **may not** be used for Reading/Language Arts subtests. Electronic dictionaries and/or translators are prohibited for all students.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation R” circle are darkened on the answer document.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation S” circle are darkened on the answer document.*

T. Read Aloud Internal Test Items in English

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. ELL Accommodation T **may not** be used for Reading/Language Arts subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same version of the achievement test.
- Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation T” circle are darkened on the answer document.*

SECTION IV: POST-TEST PROCEDURES

Test Administration Group (TAG) Form

CODING INSTRUCTIONS

The Test Administration Group (TAG) form provides data that will appear on reports. It is essential that a complete and accurate TAG form be placed on top of each stack of answer documents that are to be reported together. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. TAG forms pre-coded with school specific data must not be interchanged between schools or systems.**

- ☐ Ensure TAG form information is properly marked.
 - use No. 2 pencil to make dark, solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
 - do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the TAG form.
 - note that some information may have been pre-coded
 - all answer documents to be scanned must be placed under a TAG form
 - answer documents to be destroyed should not be placed under a TAG form
 - grade levels should not be combined under a TAG form
 - if completing a blank TAG form, use a pre-coded TAG form to ensure information is identical for processing
 - place no more than 49 answer documents under a TAG form
- ☐ Complete TAG form information (see page 51).
 1. SYSTEM NAME: Write the system name in this box (for private schools, the System Name and School Name are the same).
 2. SCHOOL NAME: Write the school name in this box (for private schools, the System Name and School Name are the same).
 3. SYSTEM #: May have been pre-coded. If not, print the system # in the boxes and fill in the corresponding circle below each number. Precede system number with zero(s), if needed, to complete the 5-digit number.
 4. SCHOOL #: May have been pre-coded. If not, print the school # in the boxes and fill in the corresponding circle below each number. Precede school number with zero(s), if needed, to complete the 4-digit number.
 5. ASSESSMENT TYPE: Indicate the type of answer documents that are going to be processed under the TAG form. A separate TAG form must be used for Achievement/ELSA, MAAS, and Braille. Do **not** combine different assessments under the same TAG form. Achievement and ELSA answer documents may be placed under the same TAG form for processing.
 6. TAG ID NUMBER: The TAG ID number from the TAG form must be bubbled on ALL answer documents in the area labeled "TAG ID" on the answer documents (see pages 21 and 24).
 7. TEST ADMINISTRATOR: Print the Test Administrator's last name in the boxes provided and then skip a space. After the blank space, print the first name of the Test Administrator. Fill in the corresponding circle below each letter and the space. The Test Administrator's name on the TAG form MUST EXACTLY MATCH the Test Administrator's name on the ANSWER DOCUMENTS and the SGL.
 8. GRADE: Fill the appropriate circle for the grade of the students being tested.

9. NUMBER STUDENTS TESTING: Print in the boxes the number of students testing whose answer documents are grouped with the TAG form (no more than 49 students to one TAG form) and fill in the corresponding circle below each number. Single-digit numbers must be preceded by a zero.
10. NUMBER STUDENTS ABSENT: Print in the boxes the number of answer documents grouped with the TAG form and fill in the corresponding circle below each number. Single-digit numbers must be preceded by a zero.
11. NUMBER ANSWER DOCUMENTS RETURNED: Print in the boxes the total number of answer documents grouped with the TAG Form and fill in the corresponding circle below each number. Single digit numbers must be preceded by a zero. **The number of answer documents returned must equal the sum of the number of students testing and the number of students absent (Box 9 + Box 10 = Box 11).**

The diagram illustrates a pre-coded data sheet layout. It consists of two main columns, labeled 3 and 4. Column 3 is headed 'SYSTEM #' and column 4 is headed 'SCHOOL #'. Each column contains ten rows of data entry boxes. A large black box with the text 'PRE-CODED' is overlaid on the center of the diagram, indicating that the data is pre-coded.

Test Administration Group (TAG)

6	TAG ID
	SERIAL #

[illegible]

8 GRADE

☐ Third

☐ Fourth

☐ Fifth

☐ Sixth

☐ Seventh

☐ Eighth

9	10	11
NUMBER STUDENTS TESTED	NUMBER STUDENTS ABSENT	NUMBER ANSWER DOCUMENTS RETURNED
<div> <div></div> <div></div> </div> <div> <div>0</div> <div>0</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>2</div> <div>2</div> </div> <div> <div>3</div> <div>3</div> </div> <div> <div>4</div> <div>4</div> </div> <div> <div>5</div> <div></div> </div> <div> <div>6</div> <div></div> </div> <div> <div>7</div> <div></div> </div> <div> <div>8</div> <div></div> </div> <div> <div>9</div> <div></div> </div>	<div> <div></div> <div></div> </div> <div> <div>0</div> <div>0</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>2</div> <div>2</div> </div> <div> <div>3</div> <div>3</div> </div> <div> <div>4</div> <div>4</div> </div> <div> <div>5</div> <div></div> </div> <div> <div>6</div> <div></div> </div> <div> <div>7</div> <div></div> </div> <div> <div>8</div> <div></div> </div> <div> <div>9</div> <div></div> </div>	<div> <div></div> <div></div> </div> <div> <div>0</div> <div>0</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>2</div> <div>2</div> </div> <div> <div>3</div> <div>3</div> </div> <div> <div>4</div> <div>4</div> </div> <div> <div>5</div> <div></div> </div> <div> <div>6</div> <div></div> </div> <div> <div>7</div> <div></div> </div> <div> <div>8</div> <div></div> </div> <div> <div>9</div> <div></div> </div>

School/Group List (SGL)

COMPLETION INSTRUCTIONS

The School/Group List (SGL) provides a comprehensive list of all Test Administration Group (TAG) forms for each school. Building/System personnel must enter SGL information on the TCAP Reports website (<https://tdoe.randasolutions.com>) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Every TAG form completed by your school should have an identical entry on the SGL. Use the SGL to cross reference information from the TAG forms and to verify the number of answer documents to be scanned/scored. Print SGL forms and include with return materials in the first white box for the school. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate reports and/or AYP data.**

- ☐ Keep the following points in mind when preparing the SGL.
 - if a Test Administrator has more than one TAG form with answer documents to be scanned/scored, the information for each set should be listed separately
 - list all TAG forms together in grade order
- ☐ To complete the online SGL information:
 1. Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
 2. Select "School/Group Lists (SGL)" from the "Processing" tab.
 3. **Select a test:** Select the test administration from the drop down menu (e.g., 2011 Achievement).
 4. **Select a school:** Select the school from the drop down menu. If you are a user who only has access to one school, this action will not be necessary.
 5. **Contact Information:** Type in the Building Testing Coordinator's name, email address, and telephone number, including the area code.
 6. **Teacher Last Name/Teacher First Name:** List each Test Administrator by the last name and the first name shown on the TAG form. The name should be spelled and written EXACTLY as it is on the TAG form. **Note: If a Test Administrator has multiple TAG forms, list each separately on the SGL. Make sure the name is exactly the same on the TAG form.**
 7. **Grade:** Indicate the grade in which the students were assessed for each group. If a Test Administrator is responsible for two grades (combination classrooms), complete a line for each grade.
 8. **Number Students Tested:** List the number of students tested (this includes any student who refuses to test or leaves the testing area). This number should match the number on the TAG form.
 9. **Number Students Absent:** List the number of students absent who were required to test. This number should match the number on the TAG form.
 10. **Number Answer Documents Returning:** A total should appear for each Test Administrator entry. This number should match the corresponding TAG form. The Number of Answer Documents Returning includes the total of the Number of Students Tested and Number of Students Absent.
 11. **Comments:** Indicate in the comments column the number of Large Print Tests being returned.
 12. Upon completion of each SGL, be sure to **confirm that all the information has been entered for the school** by clicking the check box at the bottom of the page and "Save Changes."
 13. **Print** a copy of the SGL to include with return materials in the first white box.

NOTE: Use a separate SGL for the MAAS Test.

School/Group List (SGL), Sample

PROCESSING > SCHOOL/GROUP LISTS (SGL)

System Name:

Select a test:

Select a school:

Contact Information

Contact Name:

E-Mail:

Phone Number:

GENERAL INSTRUCTIONS:

Use one School/Group List per school
 Every Test Administration Group (TAG) completed by your school should have an identical entry on the lines below.
 TDOE uses the School/Group List to double check that we have received all your groups of answer documents.
 The Number of Answer Documents Returned includes the total of the Number of Students Tested and Number of Students Absent.
 Use the tab key to navigate within the rows. Tabbing off a row will start a new record.
 Please indicate in the comments column the number of Large Print tests being returned.
 Totals in the Grade Summary List above will not be recalculated until changes are saved.
 Totals in the School/Group List below will not be recalculated until changes are saved.

Grade	# TAG entered	Approx # docs shipped	# docs returning
3	4	90	76
Total	4	90	76

ADDITIONAL INSTRUCTIONS:

Test Administrator Name: Please spell name EXACTLY as bubbled on Test Administration Group (TAG) form.
TAG ID: As it appears on the TAG form
Grade: As it appears on the TAG form
Number Students Tested: The Number as marked on TAG
Number Students Absent: The Number as marked on TAG
Number Answer Documents Returning (Total Tested and Absent count)
 *NOTE: This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.
Comment: Use mouse to place cursor in comment box for input, press Tab to move to next row.
Approx # Docs Shipped: This is an approximate # of documents shipped to the school rounded to nearest increment of 5.

	Test Administrator Name (Note: Only 25 characters allowed)	TAG ID	Grade	Number Students Tested	Number Students Absent	Number Answer Documents Returning	Comment	
								Delete
								Delete
								Delete
								Delete
*								Delete
				0	0	0		

☐ School **did not test.**
 This information will be submitted to your system when Changes are Saved and the school will be locked from further editing.

☒ I confirm that all the TAG information has been entered for this school.
 This information will be submitted to your system when Changes are Saved and the school will be locked from further editing.

Save Changes

Print (Sort on Grade)

Print (Sort on Teacher)

Exit

Inactive Test Material (ITM)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

- ☐ The following test materials **should not** be included under ITM:
 - Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Test Administration Group [TAG] form.)
 - Test booklets with only student names or random marks (Place them with used test materials.)
 - Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
 - Unused, pre-coded TAG forms (Place them with used test materials.)
- ☐ Test Administrator Responsibilities
 - do not write comments on answer documents
 - identify any answer documents or test booklets to be included under ITM
 - notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - complete ITM, **sign**, and paper band with any affected answer documents or test materials
 - use only paper for bands (adding machine tape or sentence strips work well)
 - return paper-banded ITM to Building Testing Coordinator
- ☐ Building Testing Coordinator Responsibilities
 - do not write comments on answer documents
 - ensure materials under ITM are those documented on the form
 - verify use of form corresponds to allowed reasons only
 - **sign** completed forms
 - **ensure that damaged/contaminated documents are transcribed to a clean answer document which is placed under the appropriate TAG form (contact the state for instructions about the handling of contaminated answer documents)**
 - ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate TAG form
 - ensure only paper has been used for bands (adding machine tape or sentence strips work well)
 - pack and return paper-banded ITM to System Testing Coordinator per instructions
- ☐ System Testing Coordinator Responsibilities
 - do not write comments on answer documents
 - review ITM for appropriate use, accurate completion, and **sign**
 - make copy for system use
 - confirm that damaged/contaminated answer documents were transcribed and that an ITM form was completed
 - destroy contaminated answer documents and note on ITM form that they were destroyed
 - Paper-banded ITMs are to be returned in the brown boxes

Inactive Test Material (ITM), Sample



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM ACHIEVEMENT INACTIVE TEST MATERIAL

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade _____ Test Administrator _____

Complete one form for each incident type per grade/content area.

This form is to be used **only** if the listed incidents occurred.

- ☐ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate TAG Form.
- ☐ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate TAG Form. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ☐ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate TAG Form. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator. By signing below, you attest that the contaminated answer document was destroyed.
- ☐ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate TAG Form. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

Number of Documents paper banded under this form: _____

Student Name(s) and Student Unique Identification Number(s): _____

**TEST
ADMINISTRATOR:**

Place this completed form on top of the related test material, paper band and return to the Building Testing Coordinator.

Test Administrator's Signature

**BUILDING TESTING
COORDINATOR:**

Return this form and materials to the System Testing Coordinator.

Building Testing Coordinator's Signature

**SYSTEM TESTING
COORDINATOR:**

Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.

System Testing Coordinator's Signature

System Testing Coordinator's Phone Number

Do NOT place the following under this form:

- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Test Administration Group [TAG] Form.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Unused, pre-coded TAG Forms (Place them with used test materials.)

ED 3018
Revised 10/10

Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** Other circumstances may require an Inactive Test Material (ITM) form.

Sample Circumstances	Action
Incorrect subtest taken	Complete RI
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	Complete RI
Student left with parent/guardian during testing session	Complete RI
Student refused to take test, Test Administrator ensured completion of demographics	Complete RI
School was dismissed during testing due to inclement weather	Complete RI
Student erased holes in answer document, answers were transcribed to another answer document	Complete ITM RI is not required
Flu epidemic during testing caused large numbers of absences	Process Normally RI is not required
Student tried to look at the paper of a neighboring student whose answers were covered	Process Normally RI is not required
Student made random responses or drew on test	Process Normally RI is not required
Student upset about external events	Process Normally RI is not required
Student left glasses at home	Process Normally RI is not required
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies Office of Assessment for instructions

☐ To complete the online RI information:

- Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
- Select “Reports of Irregularity (RI)” from the “Processing” tab.
 1. Select Grade and Content Area/Subtest.
 2. Select the irregularity: Option A–J.
 3. System and School Name will be pre-populated.
 4. Enter Incident Date.
 5. Enter Teacher Info (Last Name, First Name).
 6. Enter Contact Info (Name, Email).
 7. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
 - ✓ Be sure to select the “Add Student to List” button.
 - ✓ If an irregularity involves all students in a grade, type the following in the Student Info section:
 - Last Name: ALL
 - First Name: STUDENTS
 - Unique Student ID: 000000000
 8. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.

☐ Once all RIs are complete for a school, submit to the system for review. Once all RIs are complete for a system, System Testing Coordinator must submit to the State.

- ☐ If a school has no RI issues to report, select “No RI’s for (Test Administration)” under the “Processing” tab at <https://tdoe.randasolutions.com>.

The screenshot shows the 'PROCESSING > REPORTS OF IRREGULARITY (RI) BROWSER' interface. At the top, there are links for 'Update My Profile' and 'Log Off', along with a 'Change Site' dropdown and a 'Search All' button. Below this is a navigation bar with tabs for 'COMMUNICATIONS', 'MATERIALS', 'PROCESSING', and 'REPORTING'. The 'PROCESSING' tab is active. The main content area has a title 'PROCESSING > REPORTS OF IRREGULARITY (RI) BROWSER'. It contains a form with three dropdown menus: 'System Name:', 'Select a test:', and 'Select a school:'. Below these is a section for selecting an RI type, with the option 'No RI's for 2009 Spring Writing Assessment' selected and circled. An arrow points to this option. The page also includes a 'Submit' button and an 'Add New RI ...' button. The footer contains the Tennessee Department of Education logo and contact information.

☐ Test Administrator Responsibilities

- do not write comments on answer documents
- document testing irregularities including date, grade, affected subtests, and specific details
- list names and Unique Student IDs of all affected students
- submit documentation to the Building Testing Coordinator; **do not attach related answer document(s)**

☐ Building Testing Coordinator Responsibilities


- do not write comments on answer documents
- enter all RI information online and submit to the system
- keep a copy of each RI for school records

☐ Systems Testing Coordinator Responsibilities

- review RI information online, make recommendations, and submit to the State
Recommendations:
 - ✓ Process Normally — Test will be scanned and included in all reports as if no incident occurred.
 - ✓ Nullify — Test will be scanned but will show on reports as “nullify.” Score will not reflect on system data.
 - ✓ Void — Test will not be scanned and no record of test will exist. This is rarely done since it provides no record of a student’s opportunity to test.
- submit hard copies of Breach RIs and Medical Exemption RIs ONLY to the State in the Breach Envelope.

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed. DO NOT WRITE “VOID” OR “NULLIFY” ON ANY ANSWER DOCUMENT!

Report of Irregularity (RI), Sample



**TENNESSEE
DEPARTMENT
OF EDUCATION**

[Index](#)
[Need Help?](#)

Communications Management

Materials Management

Processing Management

Reporting Management

Hello, [Update User Information] [Log Off]

Change Site View to:

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY (RI)

RI Serial #

Test: Achievement

Grade:

Content Area / Subject:

This form is to be used only if one of the following irregularities occurred. For other significant circumstances, use a Report of Irregular Testing Conditions. Please mark all that apply below:

☐ A. A student or a group of students cheated
☐ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made.
☐ F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions.
☐ G. Improper test modifications/accommodations were used.
☐ H. Breach of Security
☐ I. Medical Exemption Request
☐ J. Other reasons. Please specify

System Name:

Teacher Info (as on the Group Information Sheet):

School Name:

Incident Date:

Last Name:

First Name:

Student Info

Student SS #	Unique ID	Last Name	First Name	Middle Name		
<div style="display: flex;"> <div style="width: 60%;"> <p>Last Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>First Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>Middle Name (as appears on test document): <input style="width: 100%;" type="text"/></p> <p>Student Unique ID: <input style="width: 100%;" type="text"/></p> </div> <div style="width: 40%; text-align: center;"> <p><input type="button" value="Add Student to List >>"/></p> <p>Document the occurrence</p> <p><input style="width: 100%;" type="text"/></p> <p>SYSTEM TESTING COORDINATOR RECOMMENDATION</p> <p>Check recommendation below for Assessment, Evaluation, and Research review.</p> <p>Coordinators comments: <input style="width: 100%;" type="text"/></p> <p> <input type="radio"/> Process Normally <input type="radio"/> Nullify <input type="radio"/> Void </p> <p>STATE NOTES</p> <p>State comments: <input style="width: 100%;" type="text"/></p> <p> <input type="radio"/> Process Normally <input type="radio"/> Nullify <input type="radio"/> Void </p> </div> </div>						

RI – Breach of Test Security

Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event and then contact the State Assessment, Evaluation, and Research Executive Director to review the investigation results. If the incident is determined to be a breach, complete an online Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit all documentation to the State in the Breach Envelope. Examples of potential breaches and a breach flow chart may be found in Section I, Test Security. **The answer document of a student involved in a breach must be included with the appropriate TAG form and SGL.**

- ☐ Breaches of Test Security MUST be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the Breach form are available on our website — *Tools & Resources* page at http://www.state.tn.us/education/assessment/tools_resources.shtml.**
- ☐ To complete the online RI – Breach of Testing Security information:
 - Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
 - Select “Reports of Irregularity (RI)” from the “Processing” tab.
 1. RI Serial # and Test will be pre-populated.
 2. Select Grade and Content Area/Subtest.
 3. Select “H. Breach of Test Security.”
 4. System and School Name will be pre-populated.
 5. Enter all required information, including:
 - ✓ Incident Date
 - ✓ Teacher Info (Last Name, First Name)
 - ✓ Contact Info (Name, Email)
 - ✓ Test Date
 - ✓ Explanation of Testing Security Event
 - ✓ Name of Reporter, Phone Number, Email Address
 - ✓ Student Info (Last Name, First Name, Middle, Unique Student ID)Be sure to “Add Student to List.”
 6. In the “Document the Occurrence” field, copy and paste the entire Explanation of Testing Security Event.
 - Once all required fields have been completed, **be sure to PRINT** a copy of the Breach of Security Report.
- ☐ To PRINT the online RI – Breach of Testing Security Report:
 - Select the “Print” button at the bottom of the RI.
 - RI Report Viewer will pop up on the screen.
 - Select the “Breach of Security” tab to view Breach of Testing Security Report.
 - For this form to print properly, be sure to select the “Print” button (see sample on next page). Do not use the print option in the Menu Bar.
- ☐ Submit a copy of the Breach of Testing Security Report and any related documentation to the State in the Breach Envelope.

RI – Breach of Testing Security Report, Sample

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #:

Test:

Grade:

Content Area/ Subtest:

Test Part:

This form is to be used only if one of the following irregularities occurred. Please mark:

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s)
- ☐ C. A student left or was removed after beginning the test and was unable to complete in documentation below
- ☐ D. For timed tests/subtests, time limits were not observed. This includes receiving or going back to a previously completed subtest
- ☐ E. A student completed a test using defective materials or the test became damaged. Transfer of all information to another answer document could not be made
- ☐ F. A student took the wrong test or subtest. System Testing Coordinator must complete
- ☐ G. Improper test modifications/accommodations were used
- ☒ H. Breach of Security
- ☐ I. Medical Exemption Request
- ☐ J. Other reasons. Please specify

System Name:

Teacher Info (as on the Group Information Sheet):

Contact information for the State:

School Name:

Incident Date:

Last Name:

First Name:

Name:

Email:

RI Report Viewer

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity
Breach of Security

1 / 2
40.9%
Sign

Find

Print

Tennessee Department of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Complex
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

Breach of Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

Test Date:

Explanation of Testing Security Event
(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Name of Reporter:

Phone number:

Email address:

RI – Medical Exemption

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. An answer document bubbled “Absent” should be completed with demographic information to be scanned for each student for whom you are requesting a Medical Exemption. The answer document of a student for whom you have requested a Medical Exemption must be included with the appropriate TAG form and SGL and returned in the school white box(es). The **SIGNED** Medical Exemption Request form and current, detailed doctor documentation should be returned in the Breach Envelope. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test.

- ☐ Medical Exemption Requests **MUST** be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the Medical Exemption Request form are available on our website — Tools & Resources page at http://www.state.tn.us/education/assessment/tools_resources.shtml.**

- ☐ To complete the online RI – Medical Exemption Request:

- Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
- Select “Reports of Irregularity (RI)” from the “Processing” tab.
 1. RI Serial # and Test will be pre-populated.
 2. Select Grade and Content Area/Subtest.
 3. Select “I. Medical Exemption Request.”
 4. System and School Name will be pre-populated.
 5. Enter all required information, including:
 - ✓ Incident Date
 - ✓ Teacher Info (Last Name, First Name)
 - ✓ Contact Info (Name, Email)
 - ✓ Student Date of Birth
 - ✓ Student Absent Dates
 - ✓ School Test Dates
 - ✓ Explanation of Emergency (including name of hospital)
 - ✓ Name of Building Testing Coordinator, Phone Number, Email Address
 - ✓ Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
 - ✓ Name of System Testing Coordinator, Phone Number, Email Address
 - ✓ Student Info (Last Name, First Name, Middle, Unique Student ID)Be sure to “Add Student to List.”
 6. In the “Document the Occurrence” field, copy and paste the entire Explanation of Emergency.
- Once all required fields have been completed, **be sure to PRINT** a copy of the Medical Exemption Request form, sign the Medical Exemption Request form, attach any additional documentation, and return to the State in the Breach Envelope.

- ☐ To PRINT the online RI – Medical Exemption Request:

- Select the “Print” button at the bottom of the RI.
- RI Report Viewer will pop up on the screen.
- Select the “Medical Exemption” tab to view Medical Exemption Request.
- For this form to print properly, be sure to select the “Print” button (see sample on next page). Do not use the print option in the Menu Bar.

- ☐ Submit a **SIGNED** copy of Medical Exemption Request Form and current, detailed doctor documentation to the State in the Breach Envelope.

RI – Medical Exemption Request Form, Sample

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #:

Test:

Grade:

Content Area / Subtest:

Test Part:

This form is to be used only if one of the following irregularities occurred. Please select one:

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s)
- ☐ C. A student left or was removed after beginning the test and was unable to complete in documentation below
- ☐ D. For timed tests/subtests, time limits were not observed. This includes re-enters or going back to a previously completed subtest
- ☐ E. A student completed a test using defective materials or the test became damaged. Transfer of all information to another answer document could not be made
- ☐ F. A student took the wrong test or subtest. System Testing Coordinator must document
- ☐ G. Improper test modifications/accommodations were used
- ☐ H. Breach of Security
- ☒ I. Medical Exemption Request
- ☐ J. Other reasons: Please specify

Note: The Breach of Security and Medical Exemption Request Forms are no longer available. Security and Medical Exemption Request are still available in case you need to print.

System Name:

Teacher Info (as on the Group Information Sheet):

Contact information for the State:

School Name:

Incident Date:

Last Name:

First Name:

Name:

Email:

Medical Exemption Request Form

School Level Completion

The student listed was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student DOB: Student absent dates: School Test Dates:

Explanation of Emergency (include name of hospital):

Name of Building Testing Coordinator: Phone number: Email:

System Level Completion

RI Report Viewer

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity
Medical Exemption

1 / 2

40.9%
Sign

Medical Exemption Request

<small>System:</small>	<small>System #:</small>
<small>School:</small>	<small>School #:</small>
<small>Assessment:</small>	<small>Test Administration:</small>

School Level Completion

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Adequate Yearly Progress (AYP) Demographic Review Form

The Adequate Yearly Progress (AYP) Demographic Review Form must be completed by each school administering a TCAP Assessment at the conclusion of each test administration. By signing and dating the AYP form, Building and System Testing Coordinators verify that all student accountability demographic data has been reviewed and is accurate and complete and they acknowledge that this data will be used to fulfill reporting requirements for NCLB, TVAAS, and the State Report Card. Building Testing Coordinators submit the form to the System Testing Coordinator. System Testing Coordinators should retain all copies of school-level AYP forms and submit to the State one AYP form for the system.

☐ Building Testing Coordinator Responsibilities

- verify all student accountability demographic data has been reviewed and is accurate and complete
- complete all required information on AYP form: System Name, System #, School Name, School #, Date, Assessment, and Test Administration
- sign and date AYP form
- submit AYP form to the System Testing Coordinator

☐ System Testing Coordinator Responsibilities

- receive school-level AYP forms and retain copies for system documentation
- verify with Building Testing Coordinators that all student accountability demographic data has been reviewed and is accurate and complete
- complete one AYP form for the system, including System Name, System #, Date, Assessment, and Test Administration
- sign and date AYP form
- return system AYP form to the State in the Breach Envelope

Breach Envelope

Do not send the Achievement Breach Envelope back with white boxes. One Breach Envelope per system should be returned to the Office of Assessment, Evaluation, and Research. Return the system AYP Demographic Review form, any Breach of Testing Security Report forms, and any Medical Exemptions Requests in the Breach Envelope. Be sure to complete the envelope label, including System Name, System Number, Testing Coordinator Name, Testing Coordinator Phone Number, and Test Administration.

Breach Envelopes should be returned to the appropriate program manager by overnight mail using one of the following addresses:

For U.S. Priority Mail:

Tennessee Dept. of Education
Office of Assessment, Evaluation, and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

Fed Ex/UPS:

Tennessee Dept. of Education
Office of Assessment, Evaluation, and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37210

**Adequate Yearly Progress (AYP) Demographic Review Form,
Sample**

Adequate Yearly Progress Demographic Review

System: _____ System #: _____

School: _____ School #: _____

Assessment: Achievement ☐ Writing ☐ Gateway/End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

I/We have reviewed all student data on the Student Accountability Demographic Sheets (Answer Documents) from our school. To the best of our knowledge these data are accurate and complete. I/We acknowledge that these data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State Report Card.

Building Testing Coordinator: _____
Signature

Date: _____

System Level Completion

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets (Answer Documents) are accurate and complete. I/We acknowledge that these data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State Report Card.

System Testing Coordinator: _____
Signature

Date: _____

Each school administering a TCAP Assessment must complete and sign this form and submit to the System Testing Coordinator.

The System Testing Coordinator should sign and submit **ONE** form for the system in the **Breach Envelope** to the appropriate Program Consultant in the Office of Assessment, Evaluation, and Research.

ED 5460
Revised 8/09

Unused Pre-ID Answer Document Return Form

Use this form to document the number of pre-ID answer documents that were not used (e.g., portfolio students, transfer students).

UNUSED PRE-ID ANSWER DOCUMENT RETURN FORM

Unused Pre-ID answer documents should be placed under this form and paper-banded. Please specify the number of unused Pre-ID answer documents for **Non-Portfolio** and **Portfolio** students below.

System Name: _____

System Number: _____

School Name: _____

School Number: _____

Number Returned (write in the actual number of documents per grade):

Non-Portfolio

Grade 3 _____

Grade 4 _____

Grade 5 _____

Grade 6 _____

Grade 7 _____

Grade 8 _____

TOTAL _____

Portfolio

Grade 3 _____

Grade 4 _____

Grade 5 _____

Grade 6 _____

Grade 7 _____

Grade 8 _____

TOTAL _____

ED 5458
Revised 10/10

Return Procedures

Preparing for Shipment

Notice: Return all answer documents in white boxes within 3 business days following completion of testing. Remaining test materials must be returned **5 business days** following the test administration. The System Testing Coordinator is responsible for arranging the pickup of test materials **by the same company** that delivered them. Contact the Office of Assessment, Evaluation, and Research at (615) 741-0720 if there are any problems packing materials or arranging for pickup.

- ☐ 1. Locate the return address labels, which were packed in Box #1 of each school's test materials.
- ☐ 2. **Do not remove identifying labels from any boxes.**
- ☐ 3. Check return materials for completed ITMs and loose used answer documents.
- ☐ 4. Assemble the used test materials to be returned in the white boxes in the following order, top to bottom:
 - A) Box 1 should contain (from top to bottom)
 - (1) Shipping Order Form
 - (2) A printed copy of the online School/Group List(s)
 - (3) answer documents paper-banded under appropriate Test Administration Group (TAG) form, as space permits
 - (4) Home School envelope (not provided) containing Home School answer documents
 - B) Remaining white boxes should contain the remaining answer documents paper-banded under appropriate TAG form
- ☐ 5. Braille and Large Print (including Braille audio) test materials should be placed in the white boxes with other answer documents (the **transcribed** answer document is placed under the appropriate TAG form).
- ☐ 6. Home School answer documents should be placed in a large envelope marked "Home School" (not provided) and shipped back to the state within 3 business days. All other Home School test materials should be placed in the brown box in which they were originally received.
- ☐ 7. ALL remaining materials:
 - (a) copy of Shipping Order Form
 - (b) paper-banded Inactive Test Materials
 - (c) used test booklets (grades 3–8), paper-banded by grade
 - (d) unused test materials
 - (e) ancillary materialsshould be placed in the brown boxes in which they were originally received
- ☐ 8. Pack all used, unused, and ancillary materials **by school**, in the brown boxes in which they were originally received (excluding answer documents returned in white boxes).
 - A) if the original shipment boxes cannot be reused, or if additional boxes are used
 - (1) print "TCAP Achievement" in lower left corner on the top of the new box
 - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box and on one side of the new box, as illustrated on the next page
 - B) if the original total box count number has increased or decreased
 - (1) correct the total box count on the label in the lower right corner of the box
 - (2) notify the Office of Assessment, Evaluation, and Research if additional UPS Return Service (RS) labels are needed
 - C) count white boxes separately by school

TOP OF BOX

School Name
School #
Box _____ of _____

1 SIDE OF BOX

School Name
School #
Box _____ of _____

EXAMPLE: School System ABC with two schools, LMNOP and XYZ

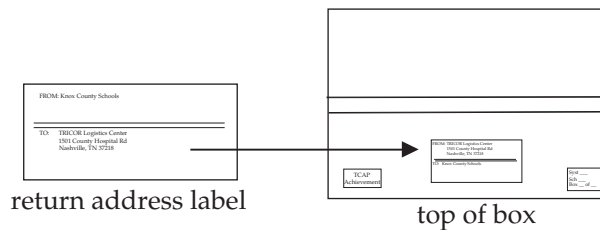
ABC received 1 Central Office box; LMNOP received 35 brown boxes of test materials with 15 white boxes (flat); and XYZ received 20 brown boxes of test materials with 10 white boxes (flat).

After testing: LMNOP has 13 white answer document boxes, 1 brown Braille box, and 1 brown Home School box; they are numbered 1 of 15, 2 of 15, etc. Additionally, LMNOP used 20 brown boxes for the remaining test materials; they are numbered 1 of 20, 2 of 20, etc. XYZ has 9 white answer document boxes, 1 brown Large Print box, and 1 brown homebound box; they are numbered 1 of 11, 2 of 11, etc. In addition, XYZ has used 18 brown boxes for the remaining test materials; they are numbered 1 of 18, 2 of 18, etc.

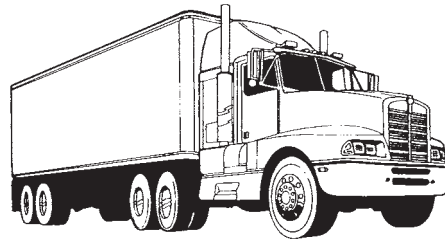
Within 3 business days after testing is completed, ABC returns the 22 white boxes with the Braille, Large Print, Home School, and homebound boxes via the same carrier that delivered them. The boxes are numbered 1 of 30, 2 of 30, 3 of 30, etc. Within 5 business days after testing is completed, ABC returns the remaining 38 brown boxes of test materials via the same carrier that delivered them. The boxes are numbered 1 of 38, 2 of 38, 3 of 38, etc.

Each box will have two sets of numbers—one for the school, 1 of 11, and one for the system, 1 of 30.

- ☐ 9. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ☐ 10. On the original brown boxes and accompanying white boxes, affix the white return address label directly on top of the yellow address label. **Use shipping labels on white boxes first when returning materials.**



- ☐ 11. Seal all boxes per system instructions.
- ☐ 12. Store materials in a dry, secure location until pickup.
- ☐ 13. Shipping instructions and materials for return to the TRICOR Logistics Center were included with shipment of test materials. Return shipping must be same carrier as delivery.
 - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions."
 - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions."
- ☐ 14. Carefully follow the return shipping instructions.



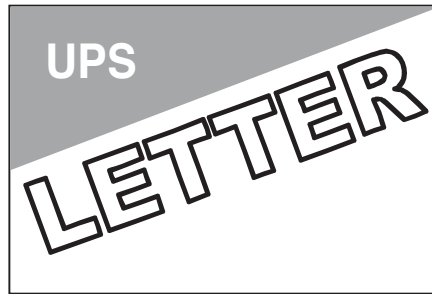
R&L Carriers Return Instructions

After test materials are packed:

- ☐ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact the Office of Assessment, Evaluation, and Research at (615) 741-0720.
- ☐ 2. Ensure Bill of Lading is for the assessment materials being returned.
- ☐ 3. If late order materials arrived via UPS, return those materials with this shipment.
- ☐ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.
- ☐ 5. Call R&L Carriers to arrange pickup of test materials. White boxes must be returned to the state within **THREE** business days of testing.
 - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
 - B) arrange date, time, and location for pickup
- ☐ 6. Shipping is prepaid; no local charges should be incurred.
- ☐ 7. If a shipping invoice is received, notify the Office of Assessment, Evaluation, and Research.
- ☐ 8. Ensure system personnel are present to supervise pickup.
- ☐ 9. If pickup has not been made within three (3) days, contact the Office of Assessment, Evaluation, and Research.

R&L Carriers Contact Numbers

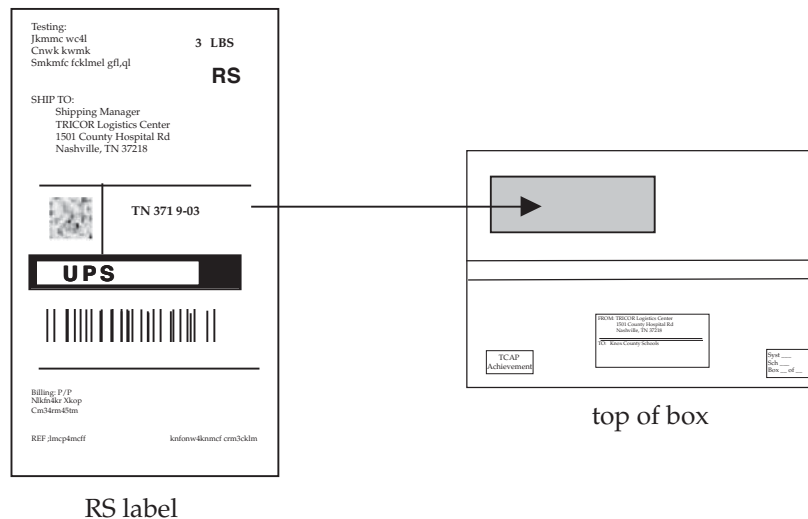
- > For Giles, Lawrence, Lincoln, or Wayne Counties: Call 1 (800) 298-8116
- > For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties: Call 1 (800) 242-2147
- > For Benton, Carroll, Chester, Crockett, Decatur, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties: Call 1 (800) 242-8596
- > For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties: Call 1 (800) 242-2146
- > For Bledsoe, Bradley, Coffee, Hamilton, Marion, McMinn, Meigs, Monroe, Moore, Polk, Rhea, or Sequatchie Counties: Call 1 (800) 448-1043



UPS Return Instructions

After test materials are packed:

- ❑ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled “Box #1 Central Office,” located in a packet labeled “Return Instructions.” If additional labels are needed, contact the Office of Assessment, Evaluation, and Research at (615) 741-0720.
 - A) ensure the RS labels are for the assessment materials being returned
 - B) the weight on the return label must match the weight on the delivery label



- ❑ 2. Affix an RS label to each box. Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).
- ❑ 3. If UPS does not stop daily at the system office, then notify UPS at 1 (800) 742-5877.
 - A) the driver will not pick up boxes unless the RS labels are affixed
 - B) UPS may request the tracking number, which is printed on the RS label
 - C) the tracking number begins with “1Z...” and is printed on each RS (Do not use the tracking number on the original delivery label.)
- ❑ 4. Ensure system personnel who coordinate UPS pickups are notified test materials are ready for pickup, the number of boxes, and where the materials are located.
- ❑ 5. If pickup has not been made within three (3) days, contact the Office of Assessment, Evaluation, and Research.

ACHIEVEMENT PROGRAM CONTACT INFORMATION

tned.assessment@tn.gov

Office of Assessment, Evaluation, and Research
Tennessee Department of Education
TPS Complex–Hardison Building
1252 Foster Avenue
Nashville, TN 37243*
(615) 741-0720

Note: If using U.S. mail, use 37243 as the ZIP code. If using UPS or FedEx, use 37210 as the ZIP code.

Return these materials to the
TRICOR Logistics Center.